

J2.20:1

1 of 2

1942-1943

67/14  
C

File.  
June 6, 1942

Japanese Relocation Papers  
Bancroft Library

Dr. Miles E. Cary  
Principal, McKinley High School  
Honolulu, Hawaii

Dear Miles:

Your letter of May 23 is just at hand. I am not as busy now as I will be when you arrive. The Community Services Division is the last one to get organized. The recreation work is beautifully organized and functioning today. This work, along with adult education is under the jurisdiction of Dr. John Powell. (You will like him very much.) The Employment Department is having a hard time to get its organization running smoothly. It is doing a tremendous piece of work. The Family and Child Service, the Law and Order Division both have not been yet touched. The greatest job of all is awaiting you--that of organizing the schools. It is estimated that there will be approximately 3,500 school children in the elementary division and 1,720 in the junior and senior high schools. Poston is divided into three centers; 10,000 people live in the largest one and 5,000 are to live in the other two smaller areas. There is a possibility that approximately 10,000 people will be placed in Poston sometime in the future. We expect to have 3 elementary schools and 1 high school. The high school will be located in the center section and the students from the other two areas will be taken by bus to the high school. You can see that you have virgin soil to break. It will not be an easy job to do. The buildings have not been started. The teachers have not been selected. The real program has not been worked out as yet. We are waiting for you. It is safe to say that this will be one of the most difficult assignments you have ever had. I have never undertaken anything in my life that was so hard to do. The whole situation is fantastic and gigantic.

The physical set-up is difficult for everyone of us--for the administration staff as well as for the Japanese people. First of all Poston is 17 miles from the nearest railway center. Until the Japanese evacuation question came up, it was a desert which the Indian Service thought of developing in the next 15 years. War speeded up the process. This is a pioneering job of the first water. Heat, sand, dust, and wind are the elements that treat you unmercifully. The day I arrived the temperature was 111° and I almost went down and out.

Then the entire outlay was at first appalling to me: Row upon row of bleak barracks for a mile square. Each barrack was

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O  
P  
Y

HERMAN KLEINER  
1508 North Sixth Street  
Tacoma, Washington

June 22, 1942

J2.43

03

Japanese and Japanese-American Students  
~~Parker Dam Assembly Center~~  
Parker, Arizona

Dear Friends:

I have just returned from the Seabeck College Conference,--an annual conference sponsored by the Student Christian Movement of the states of Washington, Oregon, Idaho, and Montana. The committee in charge of the conference, knowing that many of you were members of the YMCA's and YWCA's on the various college campuses throughout these states, and also that many of you would have probably attended this Seabeck Conference; has requested me to write you a letter, letting you in on the work that was done.

One of the evening Forums dealt with the problem of minority groups in wartime--the Negro, the Jew, and the Japanese. At another Forum the entire Japanese situation was presented. Quite naturally the plight of your group was most thoroughly discussed. Professor Bob O'Brien of the Arts and Science Department of the University of Washington with whom you are probably already acquainted, or soon will be, clearly presented the problems now facing both you and us as students in a Democracy at war.

Well, we are able to say that there was a definite feeling that progress is being made in our attempts to get many or all of you back into college life once more. Concretely, here's what has been accomplished thus far: The Government has put the entire task of student relocation into the hands of the Friends Service Committee. To date, 153 Midwest and Eastern colleges have given their official OK's so far as admitting many of you is concerned. And that's something! Also, there is a campaign now on to raise funds which will aid in promoting this effort.

Yes, progress is certainly being made. Nevertheless, neither of us should allow ourselves to become overly optimistic about the situation. Understandably though tragically, we can't depend upon the general public to be as appreciative of you or as opposed to what is now going on as we who have had the important and wonderful experience of knowing you so well these past years.

Therefore, realizing the inevitable problem of mutual adjustment on the parts of both you and the members of the communities into which you will be going, the 175 students here decided that they will do everything in their power to get you back into normal life once more, and that in advance of your going, they will contact their friends in the colleges and communities into which you will be going, in order that the quickest and happiest adjustment may be brought about.

I forward the best wishes from all of us, and you can count on our continued efforts in attempting to solve this problem--a problem we so deeply feel to be a mutual one.

Very Sincerely,

HERMAN KLEINER (sgn.)

(TFR)

71. Huachuca, Ariz. July 3

h.

Wade Head

Project Director

Parker, Ariz

Permission granted to Mrs. Paul  
Hahonatsu and husband to  
attend funeral Tatsuzli Uyema  
at Santa Anna

Signed

Paul R. Taylor

Pasadena

37-9-B

(T42)

WEIGHTING FOR THE SPECKLES

July 9, 1942

MEMORANDUM TO:

Mr. Cary

Following our conversation, I thought you might like a statement of the idea proposed. 03

In either high school or in adult education or both, it might be helpful to have a seminar course in the history of minority groups such as the Mennonites, Mormons, Acadians, Jews, Spanish Americans, Indians and others. Particular emphasis might be laid on the successes and failures of these groups in adjusting to the wider social environment that surrounded them.

The purpose in such a course could be at least three fold.

1. To help the Japanese reduce emotional tension arising out of their situation by thought and discussion of similar problems in other races. Verbalizing and intellectualizing are common every day methods used by every one for diffusing emotions.

2. To give the students perspective on race problems in place of feeling alone in suffering discrimination.

3. To learn better methods for handling the present and the future through a knowledge of what has worked and what has failed in the past.

A. H. LEIGHTON

cc: Miss Findley  
Mr. Evans  
Mr. Head  
Mr. Beatty

*Empire*

COLORADO RIVER  
WAR RELOCATION PROJECT

JUL 14 1942

PARKER, ARIZONA

CCC—Ind. Div.—EP.

Mr. William H. Zeh,  
607 Goodrich Building,  
Phoenix, Arizona.

JUL --9 1942

*avg*

Dear Mr. Zeh:

The Education Division has requested the loan of the CCC-ID 16 mm sound projector at your office, to be sent to the Poston Community on the Colorado River Reservation.

Will you please arrange to send this machine to Mr. William Wade Head, Project Director, Colorado River War Relocation Project, Parker, Arizona. Please also be sure that the machine is properly crated so that it can be transmitted in good order. Inasmuch as this machine will be merely on loan to Mr. Head, rather than transferred, a memorandum receipt, rather than an inter-unit transfer voucher, will be used.

Sincerely yours,

(Sgd.) D. Ed. Murphy,  
Director, Indian Division, CCC.

CCC:avb

7/3/42

CC: Mr. Wm. W. Head. ✓

*Head*

CCC—Ind. Div.—EP.

COLORADO RIVER  
WAR RELOCATION PROJECT

JUL 14 1942

PARKER, ARIZONA

JUL -9 1942

Mr. F. B. Lenzie,  
408 Federal Building,  
Spokane, Washington.

Dear Mr. Lenzie:

The Education Division has requested the loan of the CCC-ID 16 mm sound projector at your office, to be sent to the Poston Community on the Colorado River Reservation.

Will you please arrange to send this machine to Mr. William Wade Head, Project Director, Colorado River War Relocation Project, Parker, Arizona. Please also be sure that the machine is properly crated so that it can be transmitted in good order. Inasmuch as this machine will be merely on loan to Mr. Head, rather than transferred, a memorandum receipt, rather than an inter-unit transfer voucher, will be used.

Sincerely yours,

(Sgd.) D. E. Murphy

D. E. Murphy,  
Director, Indian Division, CCC.

CCC:svb

7/3/42

CC: Mr. Wm. W. Head.

J 2. 43

Colorado River War Relocation Project  
Poston, Arizona

August 3, 1942

Mr. E. R. Fryer  
Director  
War Relocation Authority  
Whitcomb Hotel Building  
San Francisco, California

Dear Mr. Fryer:

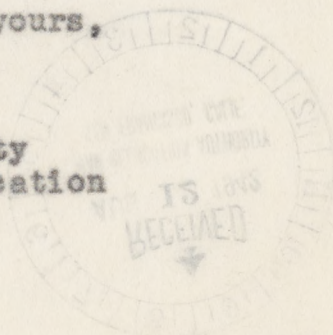
I am sorry to have delayed in furnishing you with the seat and desk heights suitable for Japanese children; but when I returned to Poston, we were without the necessary lumber with which to construct adjustable seats and tables with which the measurements could be made.

These, however, have been finally completed and in the accompanying table you will find the proportion of varying heights in a miscellaneous age group ranging from four to eighteen, containing both boys and girls of whom 600 have been measured. I think, while the total number measured may not be as large a sampling as we would like, it is sufficiently large in number to enable you to prepare a more accurate table of satisfactory seat heights than the one from which Mr. Gibbons was working when I was in San Francisco.

Very sincerely yours,

Willard W. Beatty  
Director of Education

WWB:cw



8896

8822



AMM:CM

DIRECTOR OF RELOCATION  
MIDDLE M. BOSTON

DEAR MR. BOSTON:

Dear Mr. Boston:  
I am writing you to advise you that the one flow  
to which you are liable is now being made  
available to you. It is being made available to you  
in the form of a loan. I am writing you to advise you  
that the loan is being made available to you in the  
form of a loan. I am writing you to advise you that  
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being made available to you in the form of a loan.

Yours truly,

Director of Relocation

Director of Relocation

1583

Distribution of chair and table heights for Japanese school children -- measurements on 600 expanded to 2,860, the children between 4 and 18 in the Poston Community of 10,000.

Chairs		Tables	
9"	80	17"	50
10"	200	18"	180
11"	200	19"	130
12"	200	20"	160
13"	300	21"	240
14"	400	22"	220
15"	700	23"	200
16"	580	24"	235
17"	200	25"	235
		26"	475
		27"	410
		28"	260
		29"	65

In the group over 15, more than half of the girls take a 15-inch chair, a 26" table.

Adults all tend to use the last three heights indicated, 23% using 15", 47% using 16" and 30% using 17" chairs. For tables we find that about 41% use 26", 36% use 27", and 23% use 28".





32% has 38.  
 first group 41% has 38, 20% has 34, and  
 20% having 14. 10% for 38, 10% for 34,  
 10% for 32, 10% for 30, 10% for 28, and  
 10% for 26. 10% for 24, 10% for 22, 10% for 20, 10% for 18, 10% for 16, 10% for 14, 10% for 12, 10% for 10, 10% for 8, 10% for 6, 10% for 4, 10% for 2.

10% for 38, 10% for 34, 10% for 32, 10% for 30, 10% for 28, 10% for 26, 10% for 24, 10% for 22, 10% for 20, 10% for 18, 10% for 16, 10% for 14, 10% for 12, 10% for 10, 10% for 8, 10% for 6, 10% for 4, 10% for 2.

1A	300	53	82
1B	280	54	800
1C	400	55	410
1D	400	56	442
1E	200	57	522
1F	300	58	522
1G	300	59	500
1H	300	60	530
1I	300	61	540
1J	300	62	100
1K	300	63	120
1L	300	64	120
1M	300	65	120
1N	300	66	120
1O	300	67	120
1P	300	68	120
1Q	300	69	120
1R	300	70	120
1S	300	71	120
1T	300	72	120
1U	300	73	120
1V	300	74	120
1W	300	75	120
1X	300	76	120
1Y	300	77	120
1Z	300	78	120
1AA	300	79	120
1AB	300	80	120
1AC	300	81	120
1AD	300	82	120
1AE	300	83	120
1AF	300	84	120
1AG	300	85	120
1AH	300	86	120
1AI	300	87	120
1AJ	300	88	120
1AK	300	89	120
1AL	300	90	120
1AM	300	91	120
1AN	300	92	120
1AO	300	93	120
1AP	300	94	120
1AQ	300	95	120
1AR	300	96	120
1AS	300	97	120
1AT	300	98	120
1AU	300	99	120
1AV	300	100	120
1AW	300	101	120
1AX	300	102	120
1AY	300	103	120
1AZ	300	104	120
1BA	300	105	120
1BB	300	106	120
1BC	300	107	120
1BD	300	108	120
1BE	300	109	120
1BF	300	110	120
1BG	300	111	120
1BH	300	112	120
1BI	300	113	120
1BJ	300	114	120
1BK	300	115	120
1BL	300	116	120
1BM	300	117	120
1BN	300	118	120
1BO	300	119	120
1BP	300	120	120
1BQ	300	121	120
1BR	300	122	120
1BS	300	123	120
1BT	300	124	120
1BU	300	125	120
1BV	300	126	120
1BW	300	127	120
1BX	300	128	120
1BY	300	129	120
1BZ	300	130	120
1CA	300	131	120
1CB	300	132	120
1CC	300	133	120
1CD	300	134	120
1CE	300	135	120
1CF	300	136	120
1CG	300	137	120
1CH	300	138	120
1CI	300	139	120
1CJ	300	140	120
1CK	300	141	120
1CL	300	142	120
1CM	300	143	120
1CN	300	144	120
1CO	300	145	120
1CP	300	146	120
1CQ	300	147	120
1CR	300	148	120
1CS	300	149	120
1CT	300	150	120
1CU	300	151	120
1CV	300	152	120
1CW	300	153	120
1CX	300	154	120
1CY	300	155	120
1CZ	300	156	120
1DA	300	157	120
1DB	300	158	120
1DC	300	159	120
1DD	300	160	120
1DE	300	161	120
1DF	300	162	120
1DG	300	163	120
1DH	300	164	120
1DI	300	165	120
1DJ	300	166	120
1DK	300	167	120
1DL	300	168	120
1DM	300	169	120
1DN	300	170	120
1DO	300	171	120
1DP	300	172	120
1DQ	300	173	120
1DR	300	174	120
1DS	300	175	120
1DT	300	176	120
1DU	300	177	120
1DV	300	178	120
1DW	300	179	120
1DX	300	180	120
1DY	300	181	120
1DZ	300	182	120
1EA	300	183	120
1EB	300	184	120
1EC	300	185	120
1ED	300	186	120
1EE	300	187	120
1EF	300	188	120
1EG	300	189	120
1EH	300	190	120
1EI	300	191	120
1EJ	300	192	120
1EK	300	193	120
1EL	300	194	120
1EM	300	195	120
1EN	300	196	120
1EO	300	197	120
1EP	300	198	120
1EQ	300	199	120
1ER	300	200	120
1ES	300	201	120
1ET	300	202	120
1EU	300	203	120
1EV	300	204	120
1EW	300	205	120
1EX	300	206	120
1EY	300	207	120
1EZ	300	208	120
1FA	300	209	120
1FB	300	210	120
1FC	300	211	120
1FD	300	212	120
1FE	300	213	120
1FF	300	214	120
1FG	300	215	120
1FH	300	216	120
1FI	300	217	120
1FJ	300	218	120
1FK	300	219	120
1FL	300	220	120
1FM	300	221	120
1FN	300	222	120
1FO	300	223	120
1FP	300	224	120
1FQ	300	225	120
1FR	300	226	120
1FS	300	227	120
1FT	300	228	120
1FU	300	229	120
1FV	300	230	120
1FW	300	231	120
1FX	300	232	120
1FY	300	233	120
1FZ	300	234	120
1GA	300	235	120
1GB	300	236	120
1GC	300	237	120
1GD	300	238	120
1GE	300	239	120
1GF	300	240	120
1GG	300	241	120
1GH	300	242	120
1GI	300	243	120
1GJ	300	244	120
1GK	300	245	120
1GL	300	246	120
1GM	300	247	120
1GN	300	248	120
1GO	300	249	120
1GP	300	250	120
1GQ	300	251	120
1GR	300	252	120
1GS	300	253	120
1GT	300	254	120
1GU	300	255	120
1GV	300	256	120
1GW	300	257	120
1GX	300	258	120
1GY	300	259	120
1GZ	300	260	120
1HA	300	261	120
1HB	300	262	120
1HC	300	263	120
1HD	300	264	120
1HE	300	265	120
1HF	300	266	120
1HG	300	267	120
1HH	300	268	120
1HI	300	269	120
1HJ	300	270	120
1HK	300	271	120
1HL	300	272	120
1HM	300	273	120
1HN	300	274	120
1HO	300	275	120
1HP	300	276	120
1HQ	300	277	120
1HR	300	278	120
1HS	300	279	120
1HT	300	280	120
1HU	300	281	120
1HV	300	282	120
1HW	300	283	120
1HX	300	284	120
1HY	300	285	120
1HZ	300	286	120
1IA	300	287	120
1IB	300	288	120
1IC	300	289	120
1ID	300	290	120
1IE	300	291	120
1IF	300	292	120
1IG	300	293	120
1IH	300	294	120
1II	300	295	120
1IJ	300	296	120
1IK	300	297	120
1IL	300	298	120
1IM	300	299	120
1IN	300	300	120

4 and 12 in the Boston community of 10,000.  
 500 expended to 2,200, the expenditure between  
 reference group expenditure -- expenditures on  
 distribution of credit and credit reference for

NUMBER OF DESKS FOR ALL CENTERS

80 kindergarten tables  
41 - 72"x30"x18" high  
39 - 72"x30"x20" high  
5 each at Manzanar, Minidoka and McCormick  
16-18" ~~2~~ each at Tule Lake and Gila River  
10 at Parker

200 desks 48"x18"x18" high for First Grade  
28 each at Manzanar, Minidoka and McCormick  
34 each at Tule Lake and Gila River  
48 at Parker

560 desks 48"x18"x20" high for First and Second Grades  
77 each at Manzanar, Minidoka and McCormick  
92 each at Tule Lake and Gila River  
145 at Parker

410 desks 48"x18"x22" for Second and Third Grades  
55 each at Manzanar, Minidoka and McCormick  
70 each at Tule Lake and Gila River  
105 at Parker

980 desks 48"x18"x24" for Third and Fourth Grades  
115 each at Manzanar, Minidoka and McCormick  
190 each at Tule Lake and Gila River  
255 at Parker

925 desks 48"x18"x26" for Fifth and Sixth Grades  
115 each at Manzanar, Minidoka and McCormick  
165 each at Tule Lake and Gila River  
250 at Parker

990 desks 48"x18"x27" for Sixth, Seventh, and Eighth Grades  
120 each at Manzanar, Minidoka and McCormick  
190 each at Tule Lake and Gila River  
250 at Parker

2575 desks 48"x18"x28" for Seventh, Eighth, Ninth, Tenth,  
Eleventh and Twelfth Grades  
316 each at Manzanar, Minidoka and McCormick  
494 each at Tule Lake and Gila River  
639 at Parker

1515 desks 48"x18"x29" for Ninth, Tenth, Eleventh, and  
Twelfth Grades  
185 each at Manzanar, Minidoka and McCormick  
295 each at Tule Lake and Gila River  
370 at Parker

### FURNITURE REQUIREMENTS

- 6 Conference Tables 4' x 10' x 30" high  
1 for each Center - for administrative office
- 21 Tables for teachers rest room 34" x 96" x 30" high  
4 each at Parker, Tule Lake and Gila  
3 each at Manzanar, Minidoka and Abraham
- 96 Library Tables 96" x 36" x 29" high  
16 at each center
- 72 Typing Tables - 12 at each Center  
36 - 90" x 18" x 26"  
36 - 90" x 18" x 27"  
These tables should be made with a 1" railing  
in front to keep typewriter from slipping off.
- 42 Tables 36" x 60" x 29" high for stenography room  
7 tables at each Center
- 12 Tables - 36" x 60" x 29"  
for dressing rooms in Auditorium  
2 for each Center
- 60 Typewriter Tables 34" x 18" x 26" for clerks  
12 for each Center
- 6 Display Cases for library  
108" x 40" x 36" with three sections of adjacent  
shelves underneath  
1 for each Center
- 48 Tables 96" x 30" x 29" high for crafts room  
8 for each Center
- 6 Tables 96" x 48" x 36" with cupboards underneath  
for crafts room  
1 for each Center
- 36 Physics laboratory tables 72" x 42" x 30"  
equipped with uprights and adjustable crossbars  
with 6 drawers-three on each side- 17"x15"x3" deep

#### FURNITURE REQUIREMENTS(CONTD)

- 36 Biology Tables (same as for physics except no  
uprights and crossbars)  
6 for each Center
- 18 Science Demonstration Tables  
72" x 42" x 36" high  
3 for each Center
- 42 Manual Training benches  
52" x 36" x 38" high
- 144 Drawing Tables  
48" x 30" x 40" high at back, 36" high at front  
24 at each Center
- 144 Stools - 24" high  
24 at each Center

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Colorado River Relocation Center  
Poston, Arizona

August 31, 1944

Memorandum to: Dr. Balderston  
Dr. Arthur L. Harris  
Kenneth Yoshicka

From: Mary Wiseman  
Donna Lapinskas

Subject: Summer Activity Program

The purpose of a summer activity program :

1. To provide recreation for the young people in camp.
2. To attempt to develop a community spirit, fellowship, civic pride, and good manners.

The method:

1. A system through which clubs would take turns sponsoring the activities ----- a different organization for each function.
2. Reason --- we hoped that this method would provide for a fair division of labor, include many more people, and develop a spirit of cooperation and a feeling of ownership in the project.

The Program:

1. Dancing - Tuesday evenings.

The original plan was to have dancing instruction on Tuesday evenings. The crowd came, but apparently did not want instruction. They refused to try to get up and learn, but would dance when left alone.

Manners, such as how to ask for a dance, courtesy to chaperones, escorting a girl back to her seat, were also to be included, but would not go over.

Two of these Tuesday evening affairs were fairly successfully turned into U S O dances. At these affairs, the crowd was gracious.

2. Game night - Friday evenings.

It was hoped that interest in Friday evening activities would be high and that the program would develop until Unit I had a regular game center with volley ball courts, badminton, shuffle board, and other such other out door activities. Miss Breeze granted the necessary permission for use of the field, East of the library and South of the auditorium. Mr. Schultz consented to light the area so that it could be successfully used at night.

We now have one of each of the above mentioned courts, and they are very popular with the crowd. The lighting is only temporary.

Permanent courts and lights will be put up when we can get some volunteers to put up the necessary poles.

Plans for contacting the public.

1. Posters were regularly distributed.
2. Invitations and notes were issued to the various organizations.

Recommendation for continuing the program.

We believe that the program is worth while and that it should be continued. Perhaps the Tuesday evening affairs might be dropped since school is about to start, and since clubs will be sponsoring dances on Saturday nights.

The Friday night program caters to a different crowd... to people who like games and activity, but who shun dances. That is, generally speaking.

Who should carry on?

Because school is opening, and that is our first duty, we shall not be able to continue. Perhaps the Community Activity Office could carry on, or, the core classes in the high school might be willing to go on.

There are approximately eighteen core classes. If each sponsored Caper Inn once, that would take us through December, and would involve each teacher only twice. The core class is already an organized group. It would give them a good project in cooperation. The completion among the classes would encourage improvement and expansion, since each would probably desire to do a little more than his predecessor.

Mrs. Brown has granted permission to us to have a Column, Caper Inn Chatter, in the Chronicle. Because we were busy with other details of the program, we neglected this. The one time we did go to print proved quite successful. If Caper Inn carried on, we should be happy to write the column, and see that it appears regularly. That is, if some one else takes care of the other routine affairs and details.

Wherein we have succeeded:

1. People have enjoyed themselves.
2. Attendance has been good — particularly on Friday nights.
3. Some young people who don't go out often, and rarely if ever, appear at dances, started to attend on Fridays.
4. Some people developed new friendships.

Wherein we have failed:

1. The spirit of cooperation did not develop. Some clubs were reluctant to help. In some instances, we had to rely on the "Faithful few."
2. The feeling of ownership did not develop. This is best seen by the fact that no one would offer to assist in the erecting of the poles so that we could have a really fine game center.
3. Civic pride was slow to develop. Several times, we had to pick up the paper cups which the young people had carelessly strewn about although refuse containers were prominently placed.
4. More than passive interest was not evinced in the crowd. They are willing to come and be entertained, but not to work.

We missed two or three Friday evenings because no club volunteered to act as sponsor. When we did miss a night, many approached us and asked us why.

Attendance grew steadily from week to week.

Expectations:

We did not expect astonishing success. We realized before we began that the building of "esprit de corps" could not be done overnight, nor in one summer.

We feel that part of our failure may be due to the fact that we did not receive full cooperation from the Community Activities Office. Perhaps they are not to be condemned. We recently learned that the coordinator was not aware of the fact that, for the summer, we were working for the Community Activity Section. He did not know until August 22, that we were so employed. We can readily appreciate their attitude. It must have looked as if we simply walked in and decided to run things.

However, the coordinator attended two meetings at which both of us were present; and it was mentioned that we were to be so employed for the summer.

We should be most happy to assist with chaperoning if the program is continued.

This is the first announcement that was made about our program.  
A copy was sent to each club or team in camp.

Kazuko's been talking about it....  
So has Ken.....  
Then there's Suzuko.....and Jimmy.....  
Hatsuye's been spreading the word.....  
And some say Henry's in there pitching too.....

Say, you know about it too, don't you?

Why, haven't you heard?/.....

The Friday night movies eventually are going to be discontinued.  
Now, what's a fellow going to do!?! Sit around and twiddle his thumbs? Heck no! Let's have Open House at the Auditorium.

This Friday night the event will be sponsored by the Hillites and the Indians. But what about other Fridays? How about seeing Miss Wiseman and Miss Lapinskas at Barracks I, Room 2, and letting them know which Friday and in July or August your club wants to take over? It might be fun to have a girls' club and a boys' club work together, so get your bid in early.

Incidentally, don't worry about red tape. Community Activities has promised to attend to getting the auditorium, to securing police and fire permits, to providing permission to sell soft drinks, and to letting us have a truck to cart ping-pong tables, etcetera.

We're looking forward to seeing you this Friday night. Remember, it's open to all. The only admission fee is a smile. We'll be seeing you.....and hearing from you about your Friday night.

### CAPER INN CHATTER

Copy of the column in the Chronicle.

Odd's Bodikins, Gadsooks, and Fliberty Gibbet! The librarians are sitting on our tails. Seems that every since Caper Inn first opened its doors, they have been besieged with requests as to just what "caper" means. It is just a verb of act on.....having a down right good time doing anything from learning to play bridge to beating the Red Devils in a game of volley ball.

What do you want to do? Play checkers, badminton? How about shuffleboard? Why, we even have refreshments.....)and what may we ask, is more refreshing than a glass of ice-cold water?) We'll see you then,---every Friday night. Incidentally, Hisako, Sumiko, Kazuko, we haven't seen you there yet.

On Tuesday nights Caper Inn gives way to Shake-a-leg Shindig, a dance practice. Since so many of you boys complain that you don't know the girls, we are going to give you an opportunity to meet them by having "mixers". After you do meet them, we shall concentrate on improving your steps, or in teaching you new ones. But please don't come unless you are willing to participate in the "mixers."

Our aim at the Shindig is to make you aware of what will be expected of you when you return to outside life. Golly, kids! Back in California did you strew the ground with paper cups and plates as you did at last Tuesday's U.S.O. Dance? And don't you know it is RUDE to tag while some girls are not even dancing, or while "mixers" are in progress?

Get on the beam, kids. The signals are flashing, "Let's Have a good time."

Invitations:

The following are samples of the notes we wrote to clubs.

PERSONALITY QUIZZ

- |   |               |
|---|---------------|
| 1. Do you like people?  | Yes....No.... |
| 2. Have you any hobbies, or special interests?  | Yes....No.... |
| 3. Are you generous at parties about including the shy ones and newcomers in the fun? | Yes....No.... |
| 4. Are you good at games, or at least one sport?                                      | Yes....No.... |
| 5. Are you a good sport about winning and losing?                                     | Yes....No.... |
| 6. Are you cooperative with other people's plans?                                     | Yes....No.... |
| 7. Do other girls like you?   | Yes....No.... |
| 8. Do boys like you?  | Yes....No.... |
| 9. Do you usually know the correct thing to do or say?                                | Yes....No.... |
| 10. Do you try to forget yourself and put others at ease?                             | Yes....NO.... |

Dear Girls:

How do you rate on this personality quiz? Are there too many "no's" among your answers? Would you like to check all the "Yes's"?

Then come to CAPER INN this Friday evening at the auditorium any time between 8:30 and 11:00. There you will mix with boys and girls from all over camp — some who are known to you, others who are destined to become good friends. There you will be able to evince to others as well as to yourself, how good a sport you are. There you will be in a situation where you can acquire poise and graciousness.

Remember, it's a date...you'll have fun chatting, playing bridge or any other card game, shuffle board, ping-pong, croquet — anything you want to.....even roller skating (providing you bring your own skates). And after it's all over you'll be able to go home, and with a big red pencil check YES all the way down the line.

Sincerely yours,  
Caper Inn Staff

August 4, 1944

"They should have had more volley ball!" "Yeah-----and badminton!" Comments on last Friday's Caper Inn.

We know we should have had more things....more in quantity and more in variety! How about lending a helping hand and sending a representative of your group to a meeting this Tuesday August 8, 1944 to tell us what else we should have? If your group has temporarily disbanded, why don't you come? We'll expect the reply "HERE" when the name of your club or team is called.

We want to have a free discussion of what every one wants and of how much each will help. Its about time Poston had a Game Center or Nite Club for itself.

We'll be seein' you!

Notes for Tuesday evenings:

August 8, 1944

Well girls, are you ready for the fun tonight? After the meeting about the game center (and be sure you have a representative there at 8 o'clock to discuss it with us) we're going to have a rollicking time.

So many people have asked us about the polka that we're planning to teach it. The polka is one thing you don't have to have a man for.....so if the fellows don't want to cooperate....we'll just make it a ladies' night.

we'll try a few mixers too. Maybe the Virginia Reel.....So come on and join in the fun.....Tonight at the School Auditorium.

---

July 28, 1944

Sure, you're not a Betty Grable or a Rise Stevens or a Lynn Fountanne so what?

The soldiers at the Hollywood Stage Door Canteen dance with secretaries, and telephone operators, and hat check girls too.

The soldiers at the Poston Stage Door Canteen want some one to dance with too.

Please come tonight to the USO dance at the auditorium at 8 o'clock. What is a dance without a girl?

And remember this is one of the last few chances to have a good time at a social. For what is a dance without a boy?..... and they're going girls.....they're going!

August 4, 1944

"They should have had more volley balls" "Yeah"-----and  
"Indebted!" Comments on last Friday's paper item.

We know we should have had more things....more in quantity  
and more in variety! How about lending a helping hand and  
sending a representative of your group to a meeting this Tuesday  
August 8, 1944 to tell us what else we should have? If your  
group has recently disbanded, why don't you come! We'll  
expect the reply "HERE" when the name of your club or team is  
called.

We want to have a free discussion of what every one wants and  
of how much each will help. It's about time Boston had a Dance  
Center or like Club for itself.

We'll be seeing you!

Notes for Tuesday evenings:

August 8, 1944

Well girls, are you ready for the fun tonight? After the meeting  
about the dance center (and be sure you have a representative there  
at 8 o'clock to discuss it with us) we're going to have a roll-a-  
lie time.

So many people have asked us about the police that we're planning  
to teach it. The police is one thing you don't have to have a  
man for.....so if the fellows don't want to cooperate....we'll  
just make it a ladies' night.

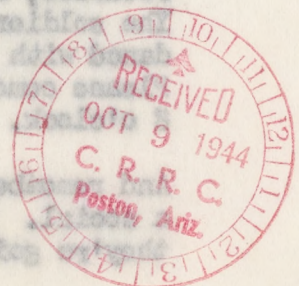
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July 28, 1944

Sure, you're not a Betty Grable or a Rhin Stevens or a Lynn Fontanne  
no what  
The scholars at the Hollywood Stage Door Casino dance with sec-  
retaries, and telephone operators, and hat check girls too.  
Scholars at the Boston Stage Door Casino want some one to

What is a dance without a girl?  
Tonight to the USO dance at the auditorium at

For what is a dance without a boy?.....and  
going girls.....they're going!



*Procurement*

O  
P  
Y

WAR RELOCATION AUTHORITY

Whitcomb Hotel Building  
San Francisco, California

Sept. 1, 1942

MEMORANDUM TO: Mr. Wade Head, Project Director  
Colorado River Relocation Project

ATTENTION: Dr. Miles Cary

SUBJECT: Shipments of Used Textbooks

Since our Memorandum of August 21st informing you of the shipments of used textbooks that we arranged to be sent to you there have been three more shipments. From Ventua, California, you will receive a number of readers and music books. San Jose, California, is sending several hundred elementary school books.

Dr. Haydis also gave a Bill of Lading to Dr. Edna Bailey of the University of California. I do not know how much use these books will be, but some should be helpful. I hope this contact may be developed further by you because Dr. Bailey seemed very much impressed by your philosophy of education and was eager to help in any way that she could.

Sgd/

Robert E. Gibson  
Assistant Director of  
Education and Recreation

Poston, Arizona

September 4, 1942

*Adult Educ*

*6 2 2*

MEMO TO: W. Wade Head, Project Director

FROM: Ward Shepard

In response to your request, I am outlining to date my activities in adult education. On arrival here I had a lengthy conference with Dr. Powell, Mr. Wilburn, and Mr. Homer Morris of the Friends Service Committee which resulted in an understanding that Messrs. Powell and Wilburn would prepare a joint report and have it approved by the project staff by August 28 when Mr. Morris was to return. It was also arranged that Mr. Morris would request the Service Committee to detail Mr. Walter Balderston here for one year to assist Dr. Powell in the administration of the adult program. (This was subsequently arranged. Mr. Balderston will report October 1.)

My subsequent activity was mainly to make sure that Messrs. Powell and Wilburn meet the deadline. At the August 28 conference when Powell and Wilburn were still struggling with the chronological order of the curriculum, I suggested and they approved that it be broken into three month periods, each period to be a self-contained unity and deal both with the modern and classical works.

I also took steps to have the report discussed by the project staff and by the adult education committee and the education committee *of the* council.

I consulted Dr. Powell and Miss Findley at all times and in one or two instances you and Mr. Gelvin in order to remove ~~all~~ jams.

I had nothing whatsoever to do with the selection of books except to urge an adequate representation of modern works. The curriculum is the creation of Wilburn and Powell with, I think, entirely adequate consultation with the staff and with the Japanese Adult Education Committee. I think the procedure has been throughout, democratic and local but I make the reservation that in prescribing for the maladies of the modern mind, first, reliance must be placed on two wise and experienced physicians like Powell and Wilburn instead of on a purely democratic prescription compounded of many unrelated ingredients.

I might add that I have assisted in taking steps to rapidly create the other half of the curriculum, namely, the corollary seminars and courses that can be built out of available men and means.

WS:my

Ward Shepard

MEMORANDUM

TO: Mrs. Johnson  
FROM: Homer H. Howard  
DATE: September 9, 1942  
SUBJECT: Materials to replace Valley School Supplies

Thanks for sending me the materials to replace those borrowed from the Valley School for use at the Poston Summer School this year.

The shipment was incomplete in the following items:

1. We need two more boxes of paper towels; 25 packages in each box.
2. We received only three packages of paper cups instead of three cartons of paper cups. A carton would normally contain 24 packages.

The following items which your warehouse indicated were on hand are also needed to replace materials borrowed. Since the Valley School is starting its fall session on Monday, September 14, I think we should make every effort to have all these materials sent to the school before 12:00 noon on Saturday of this week.

12 sheets of colored poster paper  
25 sheets of red construction paper 9x12  
1 package of colored construction paper 9x12  
1 box white blackboard chalk  
1 roll of wrapping paper  
3 packages of mimeograph paper 8x12 cream color  
1 box of pencils  
1 package of stencils 9x12  
25 art gum erasers  
2 boxes of thumb tacks  
2 packages of carbon paper

The above replacement materials may be sent Thursday or Friday morning on the bus which leaves the Ad. Bldg. at 8:30 or on Thursday on the bus which leaves the Ad. Bldg. at 2:30 or 2:45 or on Saturday morning on the Camp #3 bus which will leave the Ad. Bldg. at Camp #1 about 8:00.

HHH:mk

Homer H. Howard  
Homer H. Howard

TO: W. Wade Head, Project Director

TO: Mr. C. W. Smith, Personnel

FROM: Dr. Miles E. Cary, Director of Education

DATE: September 15, 1942

Will you please prepare for me a statement covering the rules and regulations under Civil Service that have been developed in Boston that will apply to teachers. I have in mind such matters as vacations, sick leave, and the like. I would like to give each new teacher a copy of this statement as he arrives which will be about September 26.

---

Miles E. Cary  
Director of Education

MEC:my  
cc - Mr. Head  
Miss Findley

*Dr Powell - pl knowledge*

UNIVERSITY OF CALIFORNIA

EXTENSION DIVISION  
BERKELEY, CALIFORNIA

September 22, 1942

Mr. Ward Shepard  
Japanese Evacuation Center  
Poston, Arizona

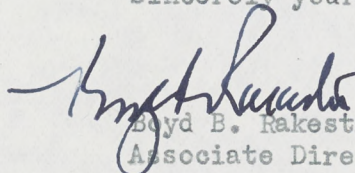
Dear Mr. Shepard:

Vice-President Deutsch wrote me concerning a plan to give credit for the work done at the Evacuation Center in Poston.

We should have to have more information concerning this activity. The present regulations require the administration of the work to be under University Extension before credit can be issued.

I am sure a more detailed explanation of your problem would be carefully considered. Will you please let me have the information concerned.

Sincerely yours

  
Boyd B. Rakestraw  
Associate Director

BBR:DE

Dr. Powell

Colorado River War Relocation Project  
Poston, Arizona  
Sept. 26, 1942

Mr. C. Reed Cary  
Friends' Service Committee  
Philadelphia, Penna.

Dear Mr. Cary:

In response to a telegram from Mr. Wilburn, I enclose in duplicate, a supplementary report on library and leadership facilities and a program of adult education in vocational, scientific, and liberal arts subjects that is being built up round the core curriculum covered by Mr. Wilburn's report.

The evolution of this program to its present state is the result of prolonged discussions by many groups and individuals, so that we can say it represents the present consensus of opinion as to what is practicable. It is likely to spread further as more resources become available, but we think in any event it is a substantial program as it is.

I hope you will be kind enough to transmit the report to the Carnegie Foundation, with the understanding that the program is in a continuous state of development and will be subject to alteration and improvement as we gain further experience in an unprecedented undertaking.

With kind regards,

Sincerely yours,

Ward Shepard  
Principal Planning Specialist  
Office of Indian Affairs

WS:hj

enclosures

*Ensign*

Colorado River War Relocation Project  
Poston, Arizona  
October 19, 1942

ADMINISTRATIVE ORDER.

*WJH*

Memorandum to Division Chiefs.

This is to designate Dr. Miles Cary as coordinator of all educational activities upon this project. It is felt that it is very important to a project of this size that one person be designated for this position.

This does not in any way lessen the responsibilities of other people previously doing educational work, but the planning of all programs and any other work concerning education should be approved by Dr. Cary.

The very hugeness of our educational program, and its many aspects, makes his appointment necessary.

W. WADE HEAD  
Project Director.

WWH:hj

*Mr. Head*

Colorado River War Relocation Project  
Poston, Arizona

Dr. Miles E. Cary  
Director of Education

October 26, 1942

Dr. Willard W. Beatty  
Director of Education  
Office of Indian Affairs  
Chicago, Illinois

Dear Dr. Beatty:

Some time ago we wrote to the Chicago Office asking for a sample set of forms which we might order those of use to us here. The attached forms were included in the envelope containing these samples bearing this note "two copies of the attached forms are to be sent to this office quarterly".

I am sending this report to you as I believe you will want to examine it before forwarding it to your Statistic Division. The point of special effort is the fact that the actual enrollment as of October 16 was 4554, whereas our estimated enrollment was 5390.

I do not know how to account for this discrepancy between the estimated enrollment and the enrollment indicated in this report. I am taking this matter up with the local census division in order to get the actual facts on this situation.

It is pointed out in this connection that our Poston schools were not yet functioning on the last day of the first quarter, namely September 30. Furthermore, while school opened on Monday October 5, we were not able to get the full and accurate statistics in terms of this report until October 16. The enrollment for Monday October 5 was as follows: elementary--1862; secondary--2734; Total--4596. The drop-off between October 5 and October 16 is, I believe, due to the fact that a number of our young people have left Poston with their parents to work in the beet fields. The reports from schools as of October 5 failed to break the above figures down into boys and girls, consequently we were not able to use these data in filling out the attached forms.

I want you to know that we shall be glad to welcome you again at Poston. A number of matters have accumulated that we will want to discuss with you personally. However, they are of such a nature that it will be difficult to deal with adequately through the mail and are not requiring immediate attention.

Very cordially yours

MEC:f  
cc - Mr. Head

Miles E. Cary  
Director of Education

J 2,43

Japanese Relocation Papers  
Bancroft Library

19

WAR RELOCATION AUTHORITY  
Colorado River War Relocation Project

In reply, please refer to:

November 3, 1942

Mr. W. Wade Head, Project Director  
Colorado River War Relocation Project  
Poston, Arizona

Dear Mr. Head:

I am deeply disturbed over the recent proposal to build a "stock fence" around each of our Poston camps. This action would go far toward nullifying the morale-building effort that is the basic objective of our schools and of the War Relocation Authority program.

These people, a majority of whom are American citizens, were brought here because of "military necessity". Most of them have accepted evacuation as their peculiar contribution to the war effort: their special sacrifice for freedom.

But now that these people are here they are not content to remain idle. They are eager to be productive: to raise vegetables both for their own needs and as a part of the Food for Victory Program; they are buying War Stamps and Bonds; they are eager to start such enterprises as fish hatchery, hog farm, dairy farm, chicken farm, etc. They are picking the cotton crop in Parker Valley. They are beautifying their barrack homes. Soon they will be making camouflage nets. So far their efforts have been largely frustrated because of lack of basic materials: lumber, insecticides, fertilizers, cement, fencing, etc. (And what a piece of mockery it would be if the fencing which these farmers have been requesting should be used to fence them in!)

Judged from the standpoint of its influence on evacuee-morale it is my belief that the building of a fence around them now would be tragically hurtful. Upon what basis could the necessity for such action be explained to these young Americans. Actually it would give the small group of Japanese, sympathetic with the Axis, a further opening for saying: "This is what your beloved Democracy does to you!" How could this thing be justified when priority authorities have turned down requests for fencing on the ground of shortage of materials? How could the use of a special crew of caucasian laborers to install the fence be squared with the



Mr. Wade Head

-2-

November 3, 1942

facts of labor shortage in essential war production industries? How could the need of keeping evacuees in, or dangerous persons out, be explained in the light of actual physical conditions surrounding this center: Colorado River on one side and extensive desert on all other sides? How many evacuees have attempted to escape to date?

I for one desire to put myself on record as being flatly opposed to this move. It appears unnecessary. It appears to be a waste of essential materials and labor needed in the war effort. It would be positively hurtful as a factor in our efforts to develop morale among these young American citizens: loyalty to the cause of the Allied Nations and faith in our democratic intentions toward them. To be frank this move appears to be both unnecessarily brutal and stupidly wasteful.

*Miles E. Cary*  
Miles E. Cary  
Director of Education

November 3, 1942

TO: Dr. Miles Cary  
FROM: Chester A. Potts  
SUBJECT: Unifying Objectives

Ten of our teachers discussed the topic of voluntary cooperation, the basic unifying objective of the public schools, last evening.

There were no detailed subjects which anyone had to offer for the approval of the paper. There was a very worthwhile discussion on the topic of developing worthwhile personalities. Two teachers felt that a greater amount of attention might have been devoted to the aspect of developing individual initiative.

We spent an hour and a half in discussion and only arrived at the point where we were ready to begin the discussion of Questions for Group Study.

# WAR RELOCATION AUTHORITY

SAN FRANCISCO, CALIFORNIA, OFFICE  
WHITCOMB HOTEL BUILDING

In reply, please refer to:

Com. Mgt.  
19726-42

NOV 3 1942

MEMORANDUM TO: Mr. Wade Head, Project Director  
Colorado River Relocation Center

SUBJECT: Educational Care for the Blind

Reference is made to your memorandum of October 21 inquiring as to the possibility of placing Mr. Joe Sakamoto in an institution for the blind.

May we again call your attention to Mr. Coverley's memorandum of August 15 on the subject "Care of Blind Evacuees" wherein it was stated that we stand a good chance of securing substantial services and facilities at one relocation center if blind evacuees could be concentrated at that center. If we accomplish this concentration at Manzanar these services will include: (1) Occasional visits of a teacher from the Industrial Home for the Adult Blind of the State of California to give instructions in various subjects, (2) Occasional visits by one of the Braille teachers attached to the California State Library, (3) The loan of talking book machines from the California State Library, and (4) The furnishing of such equipment as white canes, dominoes and checkers for the blind, Braille writing tools and other supplies.

The purpose, therefore, of obtaining the information requested in Mr. Coverley's memorandum of August 15 was so that we could write to each of the blind evacuees at your center offering them the opportunity of being transferred to Manzanar if they wished to do so to secure the above special advantages. If Mr. Joe Sakamoto would be interested in transferring to Manzanar we will gladly arrange his transfer.

In the meantime, we are attempting to arrange for the admission of evacuee blind students to certain schools for the blind and will let you know as soon as such entrance is possible.

Also, it would still be very much appreciated if we might have the information previously requested regarding all blind evacuees at your project.

(SIGNED)

E. R. Fryer  
Regional Director



# WAR RELOCATION AUTHORITY

San Francisco, California, Office  
Whitcomb Hotel Building

In reply, please refer to:

Com. Mt.  
1942-42

NOV 2 1942

MEMORANDUM TO: Mr. Wade Head, Project Director  
Colorado River Relocation Center

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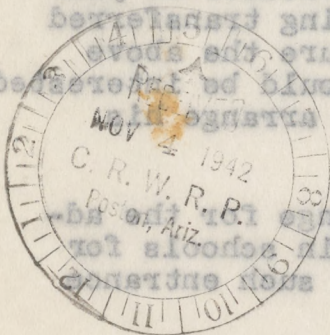
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blind evacuees at your project.

(SIGNED)

E. R. Fryer  
Regional Director



MEMORANDUM

TO: Mr. A. W. Empie, Chief  
Administrative Officer

DATE: December 3, 1942

SUBJECT: Special warehouse arrangements for incoming  
books.

In order that your records may be complete I am listing below the reasons advanced by Miss Manning, Librarian for recommending that incoming books be sent directly from the depot at Parker to the library book servicing work ship at Block 210 Camp 2.

1. Distribution trips could be cut.
2. Could take both inventories at the same time--the bill of lading and book orders for warehouse.
3. The shelves which are being made for warehouse 33 will not be necessary if the books are delivered straight to the library Camp 2.

By way of summary it is pointed out that this change in procedure would reduce the cost of transportation, the amount of labor needed in checking of books and the time consumed in getting the books to the various libraries and classrooms.

---

Miles E. Cary  
Director of Education

MEC:m

Colorado River War Relocation Project  
Poston, Arizona

December 8, 1942

Memorandum to: H. H. Townsend, Supply and Transportation Officer  
From: A. W. Empie, Chief Administrative Officer

There is attached hereto a Memorandum from Miles E. Cary, Director of Education, relative to the furnishing of gasoline, oil and minor adjustments in connection with the operation of privately owned automobiles by employees of the Education Division.

Ordinarily it is not the policy of the Government to engage privately owned automobiles to conduct official business. This arrangement is only resorted to in case of extreme emergency where no Government transportation is available.

It is requested that you make a survey of this situation, conferring with Dr. Cary and his assistants as well as the Procurement Officer, Mr. H. W. Palmer, with the end in view of determining whether the best interest of the Project will be served by arranging for the use of privately owned vehicles.

If it is determined that these vehicles are absolutely essential to the successful operation of the schools purchase requests should be initiated and Mr. Palmer should be assisted in drawing up appropriate agreements to cover the use of these vehicles.

A. W. Empie,  
Chief Administrative Officer.

AWR:jbp  
cc-H. W. Palmer.  
Dr. Cary. ✓  
Attachment.

C  
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MEMORANDUM

TO: Mr. Empie, Chief Administrative Officer  
FROM: Dr. Miles E. Cary, Director of Education  
DATE: December 5, 1942

It is my understanding that Mr. Beatty has cleared the way with you to the end that certain of our school administrative and supervisors may secure certain project services in connection with the use of their automobiles in carrying on their official duties. The official requisitions for the following officers are attached:

Miss Retha Breeze  
Mr. Arthur Harris  
Miss Frances Cushman

Sgd/ Miles E. Cary  
Director of Education

Attachment  
f

C  
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Y

TO: Mr. A.W. Empie, Chief Administrative Officer

DATE: December 10, 1942

SUBJECT: Transportation Problem of the Schools; reply to  
your memorandum dated December 8, 1942

1. Aspects of the Problem

As I view the situation, the following consideration should be taken into account:

- a. The fact that Dr. Harris and Miss Breeze must visit classrooms over a mile-square area in supervising their teachers.
- b. The continuing need of transportation on the part of Mr. McLaren and Mr. Potts, principals of Camp 2 and Camp 3 school respectively.
- c. The use of private cars by most of the Department Heads in supervising the specialized teaching of evacuee teachers in all three camps.
- d. The continuing need of trucking service in connection with the work of the schools in the three camps.
- e. The occasional need of bringing teachers of all three camps together for meetings and curriculum planning conferences.
- f. The continuing need of transportation on the part of the Director of Guidance (Miss Cushman) and the Elementary Supervisor (Miss Morrison)
- g. The need of transportation to Parker Saturday afternoon.
- h. The need of transportation on the part of the Director of Education

Each of these needs will be discussed briefly.

2. Principals in Camp I

- a. Miss Breeze and Dr. Harris own their own cars. It is recommended that their cars be furnished gas, oil, and minor servicing by the Project in connection with official duties.

3. Principals of Schools in Camp II and III

- a. Mr. McLaren and Mr. Potts do not own cars. However, considering the nature of their work they should have cars at their service at all times:

1. To save their time in connection with contacts between their quarters, their office, and the headquarters offices of their respective camps. Some of these contracts could be reduced if Poston were supplied with an adequate telephone system.

2. To take sick and injured children home and to the dispensary. In schools with enrollments of 1352 (camp II) and 1295 (camp III) these cases are arising continuously.
3. To make contacts with parents and leaders of various community activities.
4. To attend late afternoon, evening, and week-end meetings in all three camps. Considering the nature of the Program we have been asked to develop (community schools) and considering the nature of their responsibilities (as community leaders) their effectiveness will be considerably enhanced when they are supplied with automobiles.

#### 4. Department Heads

On the secondary level the work of the specialized fields is handled mainly by inexperienced and untrained evacuee-teachers: Agriculture, Arts & Crafts, Industrial Arts, Crafts, Music, Mathematics, Science, Commercial Studies, Health and Physical Education, Homemaking, and Library Services.

The Department Head must move from camp to camp working with the evacuee teachers. In Camp I they must cover the mile-square campus in contacting the teachers and workers of their respective departments. Most of these department heads are driving their own cars: Miss Atkinson, Mr. DeSilva, Miss Lawton, Mr. Nelson, Mrs. Nelson, Mrs. Robertson, and Mr. Vaniman. This office is requisitioning gas, oil, and minor repairs for the cars of the foregoing workers. (A petition bearing on this phase of the problem is attached.) The others will have to depend upon the inter-camp bus service plus special transportation provided by their co-workers.

In this connection reference should be made to Mr. John Anderson's work in building a biological laboratory for the Poston Schools. Since his travel is done in connection with the collection of zoological and botanical specimens of the desert, he, too, should be supplied project gas and oil.

#### 5. Trucking Service

Considering the nature of the school program (Community School) the fact that our school facilities are being developed from scratch and the importance of helping teachers to meet emergencies quickly, it is urgent that each camp be supplied with a school pick-up truck. Camp I is now so provided. I am recommending that a pick-up truck be assigned to Mr. McLaren and Mr. Potts, in Camp II and III respectively.

#### 6. Transportation for Teachers Meetings

From time to time this office as well as the school offices in Camps II and III have called upon the project for trucking service to

transport teachers to meetings. In general, this service has been quite satisfactory. However, on Wednesday, November 11, when Commissioner Collier spoke to our teachers in Camp I, the teachers were brought from Camp II and III in open trucks without seats. Considering the age of some of our teachers this service was hardly adequate.

Mr. Beatty has reported (about December 1) that he is endeavoring to have two school busses transferred here from the Navajo Reservation for the use of our schools.

7. Director of Guidance and Elementary Supervisor

These workers cover the schools of all three camps. They own their own cars. A requisition for gas, oil, and minor repairs in their behalf has been made.

8. Director of Education

Up to this time the Director has had the part-time use of a car assigned to Miss Findley's office and the Housing Department. In general this service has been quite satisfactory. Nevertheless, because it is vitally important that the Director be able to contact schools, community agencies, and leading evacuees at all times, as well as attend night and week-end meetings in all three camps, he should be furnished an automobile full-time.

9. Transportation to Parker

Of late, teachers without cars have expressed increasing desire for transportation to Parker in order to do light shopping. (A petition from teachers at Camp III covering this point is attached.)

10. Summary of Needs

a. Cars

- 1. Mr. McLaren
- 1. Mr. Potts
- 1. Dr. Cary

b. Pick-up trucks

- 1---Camp I (Director's Office---Already assigned)
- 1---Camp II
- 1---Camp III

c. Gas, oil, and minor repairs--Project

Miss Atkinson, Department Head  
Miss Breeze, Principal  
Miss Cushman, Director of Guidance  
Mr. DeSilva, Department Head  
Dr. Harris, Principal  
Miss Lawton, Department Head  
Miss Morrison, Elementary Supervisor  
Mr. and Mrs. Nelson, Department Heads

Mrs. Robertson, Department Head  
Mr. Vaniman, Department Head  
Mr. John Anderson, Biology Teacher

---

Miles E. Cary  
Director of Education

MEC:my  
attachment

December 9, 1942

MEMO TO: Mr. S. M. Chisholm  
FROM: Dr. Miles E. Cary, Director of Education  
SUBJECT: Telephone Installment

According to pre-arranged schedule, the Central Education Offices are being moved from Ad. building #1 to Recreational Hall #31 Room B. Since there is no phone there, we are requesting that one be installed before our transfer, which is expected within a short time.

As you probably already know, since this is to be the headquarters for education for all three Camps, a telephone is highly indispensable. Furthermore it will be used not only by the Director of Education and his staff, but also by Miss Morrison, Supervisor of Elementary Schools for all the three camps, Miss Cushman, Supervisor of Guidance for all three camps, Dr. A. Harris, Principal of Camp I High School, Miss Breeze, Elementary Principal of Camp I, and Miss Peavey, Supervisor of Pre-School Division.

I saw Mr. Anderson today and he reports that the office should be set up in another week. Please arrange to install the phone on the Counter of Dr. Cary's office in Room B, Recreational Hall #31, by around that time.

---

WAR RELOCATION AUTHORITY  
Colorado River War Relocation Project  
Poston, Arizona

December 14, 1942

Gentlemen:

As we approach the end of the first semester we find ourselves in the market for several new teachers. We need both elementary and secondary teachers. The latter are needed principally in the fields of English and Social Studies. In fact, we are desirous of securing teachers who would be interested in helping us build a curriculum in terms of the needs and problems of these young people. Enclosed are several copies of a letter to prospective teachers, the Civil Service Application form, and the Civil Service Medical Examination form.

We do not feel that our teacher needs are more urgent than are those of other communities. Nevertheless, I do add that the schools in the various Relocation centers can do much in the direction of helping these people maintain a faith in our democratic ideals and future.

I will certainly appreciate any assistance you may render our program at this time by way of referring the enclosed materials to prospective teachers who may be leaving your institution at the end of your quarter or first semester.

Very sincerely yours

*Miles E. Cary*

Dr. Miles E. Cary  
Director of Education

## WAR RELOCATION AUTHORITY

Colorado River War Relocation Project  
Poston, Arizona

In reply, please refer to:

December 16, 1942

As we approach the end of the first semester we find ourselves in the market for several new teachers. We need both elementary and secondary teachers. The latter are needed principally in the fields of English and Social Studies. In fact, we are desirous of securing teachers who would be interested in helping us build a curriculum in terms of the needs and problems of these young people. Enclosed are several copies of a letter to prospective teachers, the Civil Service Application form, and the Civil Service Medical Examination form.

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Very sincerely yours

---

Miles E. Cary  
Director of Education



621  
Education

HHH

Chicago, Ill.

Dr. Miles E. Cary,  
Director of Education,  
Colorado River War Relocation Project,  
Poston, Arizona.

DEC 18 1942

Dear Miles:

Your letter of December 8 reached me prior to Mr. Beatty's return. I shall be interested in hearing from him first-hand what the situation is at Poston regarding a workshop there in the summer of 1943.

Until plans are formulated for our Indian Service summer schools, it will not be possible to decide upon dates, nor even upon the length of the Poston summer session. I wish very much that it were possible to conduct your workshop at some place away from Poston where the weather would be pleasanter and more conducive to study. It is possible that that might be arranged, provided you could stretch your funds to cover the transportation and living expenses of your evacuee teachers for attendance at a session away from Poston.

I think it is difficult and probably impossible to secure any one type of arrangement for accrediting the work of the summer session, but I am sure that arrangements can be made with each individual college at which credit is sought in cases where the credit needs to be turned toward the completion of a college degree. In cases where credit for summer school work is desired for the purpose of securing certification as a teacher, I think that the best plan is probably to work through the State Department of Education. I may be wrong in regard to this latter but Mr. Blaisdell should be a person who can give you guidance in that matter.

The tentative lay-out for the summer school was a suggested plan for a session to be attended by Japanese-American and Caucasian teachers from all the relocation centers. The plan for holding such a complete summer school appears to have been given up, and our planning will need to be in terms of a summer session for Poston only, and this will necessitate a review of the proposed offerings and a probable slash in the number of such offerings.

I regret that the mid-year teacher-training conference for Poston will have to be postponed until a later date. My work here in the Chicago office will probably not be finished before the end of January, which means that I cannot be available for coming to you until sometime in February. In the near future, I shall be glad to have you indicate one central theme for the conference. I believe that such a conference can be more effective if its efforts are pointed in one direction, rather than in several. I would think that the matter of building the course of study or the curriculum would be meaty enough by itself for a 3, 4, 5, or 6-day conference.

Or, a somewhat different type of conference could be developed around the central theme of teaching methods and techniques. You and the supervisory staff together will be able to determine whether I am right in feeling that one central theme is to be preferred for the proposed mid-year conference, and I shall be glad to hear from you further in regard to this matter and then draw up a tentative program for the conference. Be sure to let me know how many days you contemplate giving up to the conference.

I have not had time to study carefully your "Basic and Unifying Objectives" but, from a hasty glance, I should say that it is interesting and suggestive.

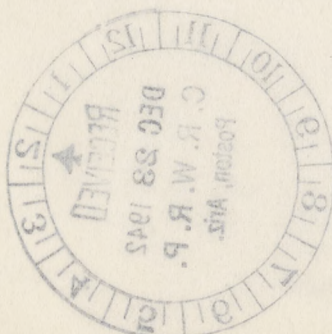
It was nice to hear from you again. I only wish that life were less occupied for both of us so that we might keep better informed about each others activities. Give my regards to friends at Poston.

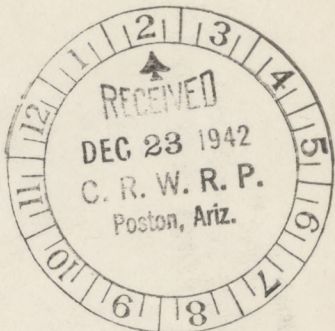
Very sincerely,

Homer H. Howard,  
Associate Supervisor of Indian Education,  
(Director of Summer Schools).

cc-Mr. Wade Head

HHH:G:2





Mr. [unclear]

cc-Mr. Hugo Reed

(Director of Summer Schools).  
Associate Supervisor of Indian Education.

Harold H. Howard,

Very sincerely,

Give my regards to friends at Poston.

For both of us we find we might keep better informed about each others activities.

It was nice to hear from you again. I only wish that life were less occupied

now. From a heavy glance, I should say that it is interesting and suggestive.

I have not had time to study carefully your message and underlying objectives.

up to the conference.

For the conference, be sure to let me know how many days you contemplate giving from your further in regard to this matter and then draw up a tentative program to be presented for the proposed mid-year conference, and I shall be glad to hear. All be able to determine whether I am right in feeling that one central theme is theme of learning methods and techniques. You and the undoubtedly staff together. Or, a somewhat different type of conference could be developed around the central

Colorado River War Relocation Project  
Poston, Arizona

December 23, 1942

MEMORANDUM TO: Miles E. Cary, Director of Education

Reference is made to your inquiry relative to the granting of leave during the Christmas holidays to evacuee school teachers.

Administrative Instruction No. 27, paragraph IV, E, 1, states: "Workers employed on a full-time basis on regular work projects shall be considered in continuous monthly employment provided that they report for duty as requested by their immediate supervisor and that all absences are accounted for by having been officially excused."

It appears to be an administrative matter as to whether evacuees may be paid for time during which their absence was officially approved. I do not believe that Christmas vacation for school teachers would be allowable inasmuch as similar time off for all evacuees would seriously handicap the operation of the Project. There appears to be no reason why evacuee teachers would be entitled to Christmas vacation any more than any other evacuee. In the event the school children are dismissed for a period of time during the holiday season there has been observed in the operation of schools in the Indian Service that the teachers ordinarily have sufficient work to keep them busy.

I believe that it would be in the best interests of the Project for all teachers to serve during the holiday season.

Ralph M. Gelvin  
Acting Project Director

Outside  
Stencil returned  
250 copies  
Ed. Dept.  
January 3, 1943

Following is a Christmas letter from Miles E. Cary, addressed to the teachers of Poston.

How often have I, and we, thought about you folks this fall. Furthermore there have been times when we have wished that we were there with you helping to meet the problems that you have faced; the disappointment over the Ft. Apache plan; the delays over the completion of the new buildings; the stresses and strains arising out of the Tule Lake segregation; the concerns attendant upon the resettlement program; the withdrawal of the Indian Service; etc, etc.

It has seemed clearer than ever since our return here that the school teachers at Poston are fighting on one of our critical war fronts. It becomes clear each day that the allied nations are slowly but surely winning this war. I expect to see Germany capitulated this coming spring or summer. Following this it will take about a year for the allied nations to assemble their full strength of ships, material, men in the Pacific; then about another year to bring Japan to her knees, which means that I expect the war end in 1946.

But this will not be the end of fascism. Fascism is the name that is used to designate the irrational behaviors of a people who are worried over deep unemployment and insecurity. If we are to defeat fascism we must first defeat unemployment and along democratic lines. But enough of this, except to say that the schools can and should do much to stimulate thinking along these lines.

Mrs. Cary and I think and talk about you folks constantly. We have great respect and admiration for the work you are doing. We want to keep in touch with all of you.

Cordially yours,

/s/ Miles E. Cary

Dr. Cary

Memo to: Miss Nell Findley  
From: Arthur L. Harris  
January 6, 1943.

Japanese Relocation Papers  
Bancroft Library

Prior to December 7, 1941, there were in the western states of our nation thousands of American citizens of Japanese ancestry residing in most cases with parents of alien birth and alien citizenship. Through economic success of families and the education of children in schools which rank among the best of the country, faith in and loyalty to America had been born in the hearts of these people. The relocation program which followed our plunge into international conflict with Japan was a direct contradiction of the guaranties and teachings which those schools had provided, but promises of adequate provision for social, economic, and educational opportunities in the new environment were made.

Three months ago today the Poston public schools opened for the first time, under handicaps comparable in modern America only to those which might be encountered in the poorest negro schools of the deep south or in the most isolated mountainous areas of the Virginias. To the handicaps common in the schools of the three sections of the community was added the complete dispersion of classrooms in Poston I. It is unnecessary to recount the ill effects of this situation upon the secondary school program, upon the morale of students, and upon the general behavior patterns and habits of students. Prior to the recent civil disturbance in Poston I the parents in the community were sympathetic in their attitude toward the schools. I felt that moves were underway which would result in some action to improve the situation. Adults exhibited the attitude that school needs must be met even at the cost of greater inconvenience to themselves. Educational opportunity for the children of the community in American schools seemed to be of paramount importance.

Since the settlement of the Poston I strike the attitude of adults in this community has changed radically. Attempts to improve the school housing situation have met with a stony indifference amounting almost to passive resistance. In the face of our constant pleas for more room in the central blocks of the community, we have been asked recently to move our classes out of one of those blocks. The dual use of buildings for schools and for recreation has resulted in an accelerating loss and destruction of school property and an increasing frequency of inconveniences for the school program.

We have now acquired equipment which makes it possible to offer worth while instruction in crafts and woodshop. Books which were ordered in October are now beginning to arrive. Chairs and tables have been supplied in all classrooms. However, no special equipment can be installed in any of the recreation halls without interfering with the dual use of the halls. None of the equipment, furniture, books and supplies can be left constantly in recreation halls without extensive loss, damage or rapid deterioration. It is entirely unsatisfactory to attempt to develop a continuing program in the various manual, art, and household crafts when the rooms must be cleared daily of unfinished work and students must carry such work for blocks to and from school in order that it may be available for the following day's work.

Thousands of American citizens of Japanese ancestry came into Poston suffering from the shock of relocation, a shock to the loyalty and trust which had been carefully instilled in them. In Poston their loyalty and trust have been further tried time and time again. They are now being subjected to increasing pressures by pro-Japanese elements, pressures designed to destroy the last vestiges of their faith and to turn their thoughts and efforts toward the support of things nationalistically Japanese. So successful have these pressure groups been that they are becoming more openly contemptuous of things American. Evidences are apparent in the disregard for the needs of the schools; in the organization of Nisei groups for the propagation of Japanese language and culture; in the opposition to the demands for the change in draft classification of Japanese-Americans; in the failure of workers to turn out for the construction of school buildings.

So long as we in the schools accept the situation as it is we are contributing to the complete failure of the relocation program. It would be, in my opinion, far more constructive to discontinue much of the program which we are now attempting than to insist upon being actors and puppets in the farce which that program is becoming. Immediate action is vital to the salvaging of anything of value. Unless we are willing to take that action, we should move into a period of preparation for the opening of schools at a time when we have schools to open, schools that would be schools in all senses of the term. Either course would merit and earn more respect from the people of Poston than our abject acceptance of the trend toward non-cooperation. Our refusal to abandon them to the consequences of the course they are taking would give many the courage and incentive to fight for the self realization of their children in America.

Poston I Secondary School must be centralized. Centralization will require at least one entire block including recreation hall and mess hall. The block should be centrally located since almost half of the students are in school both mornings and afternoons, and the distance to be traversed to and from mess halls during the noon hour should be kept at a minimum. Also, school library facilities would be used at night ~~xx~~ by many more students if the library were in a central location. It will be necessary to continue the use of the music building and the drama building in Block 44, since a single block will not provide sufficient space to house those activities. The school block should not be far from that block. There are too many opportunities and temptations in the long walks between classes for students to develop habits of loitering, truancy, and unsocial behavior. There is too little opportunity for the school to observe, communicate, and act promptly enough to offset unfortunate developments which follow.

It has been suggested that centralization wait until the new school buildings are erected. Trite as the saying is, we are in a situation where time is of the essence. To wait for something which is being postponed by the very trend which makes action vital is as dangerous as to wait until the train passes before removing a stalled bus from the track.

Some people fear the possible consequences of arbitrary action in moving a block of residents from Poston I to Poston II. Supposedly all of them were moved here to protect them from the threatened violence of people on the outside. Are we willing to do less to protect them from the consequences of their own reactions to relocation? Are we willing to accept the consequences of failure to take action?

It is admitted that Poston I is over-crowded. It is evident that the room for expansion is available in Poston II. The movement of a block would create a potential solution to over-crowding in Poston I, and thus an incentive for the building of schools since the block could be vacated only when the new school plants were ready for occupancy.

The feasible locations for a school block are in the four central quads of the community, particularly blocks 28, 30, 35, 36, and 37. I recommend that immediate action be taken.

Copy

TO: Miss Breeze

FROM: Elementary Teacher

DATE: January 14, 1943

SUBJECT: Playgrounds

In Block 54, as in many others, the large play area between the Rec. Hall and Barrack 1 has been turned into a basket-ball court, carefully smoothed off and forbidden for use as a children's playground. The only area almost as large and available for play is the courtyard between the block mgr's office and the tank which is not good because trucks drive in to unload at unexpected intervals.

As so much of the area near the blocks is being quickly turned into gardens and vegetable plants, I wonder if the school department might request the reservation of adequate play space not too far from the school building. At present I am taking my children to the nearest firebreak for games, but should that be planted with something, I'll have to give them their exercise in the street.

(signed) Elementary Teacher

TO: Mr. Evans  
FROM: Retha E. Breeze  
DATE: January 25, 1943  
SUBJECT: School Playgrounds

Since basketball courts are being made alongside many of the recreation halls in which our classrooms are located and in many cases gardens on the other side, we are faced with the problem of play space for the elementary school children. Several of the teachers have been given to understand by those working on these courts that their pupils are not to be permitted on the courts. In getting to and from the middle rooms in each hall, there is scarcely room enough for the children to get in and out of the building without getting on to the court, even if there were no problems of play space involved.

I am sure we all realize children's need for exercise. We also realize the hazard of having them play in the streets or even in the spaces between the recreation halls and mess halls on account of the delivery trucks, etc.

Since the elementary school, nursery school and kindergarten rooms are scattered all over Camp 1 in seventeen different recreation halls, it is impossible for us to use a common playground that might be designated for our use. I believe most of the parents of children in Poston are very much interested in their health and safety and it seems that the entire community should be. These children have certain rights that should be considered and protected.

I am attaching a copy of a memorandum I received from one of the elementary teachers. Others have discussed this problem with me orally.

We are wondering if these young men who are laying down the regulations for the use of the courts have received their authority from the proper sources?

We shall appreciate greatly any help or suggestions that you may be able to give.

*Retha E. Breeze*  
Retha E. Breeze  
Elementary Principal

REB:t

*Managers told  
that children may  
use courts in  
morning*

*1/26/43*

MEMO TO: Mr. Empie, Chief Administrative Officer  
SUBJECT: Separate Warehouse for Education  
DATE: January 19, 1943  
FROM: Miles E. Cary, Director of Education

On the basis of some six months' experience here, I am recommending that separate warehouse set-up be arranged for the Education Division similar to arrangements that have been made for the hospital. The following reasons are advanced in support of this request:

1. The school program is so specialized that there are few instances where materials and supplies purchased for education could be used to advantage by other departments.
2. There is need of a warehouse clerk who will become thoroughly familiar with purchases and warehouse stocks, for education. The advantages here are theses:
  - a. Deliveries to schools could be expedited.
  - b. Inventories could be readily available on request.
  - c. Responsibility for safe keeping of supplies could be centralized.
  - d. A continuing effort could be made to see that all materials purchased for education were stored in one warehouse. This would expedite delivery to schools.
3. A responsible person would always be available at the warehouse ready to serve the director, principals, and business managers. This would save time for all concerned.
4. Such a warehouse could serve a widerpurpose than does the present set-up:
  - a. The Camp I principals (MissBreeze and Dr. Harris) could be provided with special store rooms in one end until the new schools in Camp I are completed.)
  - b. The Director could proceed at once with the development of a salvage program using the warehouse as a depot.

Such salvage materials might include cartons, lumber ends, boxes, cans, etc. that could be used to advantage in the school arts and crafts program.

It is understood of course (1) that a representative from the central, warehouse office would have to check all items entering and leaving the Education warehouse, and (2) that all official forms pertaining to warehouse procedures would continue to be used. In this development we could follow procedure worked out for the hospital warehouse.

I appreciate the fact that the warehouse organization is carrying an enormous load. I believe that our division could relieve the warehouse people of some of this burden if we were responsible for the management of our warehouse.

I am enclosing a copy of an unsolicited memo from Miss Louisa Lawton, Department Head in Arts and Crafts, bearing upon this subject.

---

Miles E. Cary  
Director of Education

MEC:my

*Miss Findley*  
✓

MEMORANDUM

TO: Mr. W. Wade Head, Project Director ✓  
Mr. Empie, Chief Administrative Officer

FROM: Dr. Miles E. Cary, Director of Education

DATE: January 20, 1943

Attached is a copy of a letter from Dr. Beatty to me dated January 15, in which he raised questions regarding the proposed summer school for Poston teachers in 1943. His chief questions has to do with finance.

In the absence of information concerning the number of Caucasian and evacuee teachers who will attend such a conference it is my guess that we should be able to count on at least one hundred (100). At this point let us say that fifty (50) of these will be Caucasian and fifty (50) evacuee. Using this as a rough basis upon which to move forward, it is my suggestion as follows:

- (1) That Caucasian teachers be expected to pay their own transportation, board and lodging, and naturally incidental expenses in connection with such a conference.
- (2) That if possible the project provide transportation, board and lodging for evacuee teachers. Naturally these teachers would be expected to pay their incidental expenses.
- (3) That the regular pay, that is \$19.00 per month, be continued for evacuee teachers who are studying during the summer months in preparation for their work the coming year.

I am sure that this situation raises certain problems of finance that will involve the cooperative consideration of several of our departments.

*Miles E. Cary*  
Miles E. Cary  
Director of Education

cc - Dr. Beatty

c  
o  
p  
y

Chicago

Mr. Miles E. Cary  
Director of Education  
Colorado River War Relocation Project  
Poston, Arizona

Dear Miles:

It looks very much as though the W.R.A. will not proceed with a general summer school affecting all the camps. Therevore, whatever is done will be done for Poston only.

It would of course be simpler to plan on doing it right at Poston but I realize that the waather conditions are adverse, and I also remember clearly my promise to your Caucasian and Japanese staff that we would get them away from Poston if we ppsibly could. Carson is out as a place where the school might be held. However, it may be possible to hold it at the Theodore Roosevelt School on Fort Apache or at the Tuba Vocaional High School on the Navajo, both of which have a very desirable summer climate and where I think the facilities would be adequate to care for the people who would attend.

If this was done, we would probably have to arrange for special cars on the Santa Fe Railroad to the nearest point and then borrow busses to take the people on into either school, a distance of from 30 to 80 miles depending upon which location was decided upon. I think I made it clear to the teachers that it would be necessary for the Caucasian teachers to pay their own travel expense in connection with such a school. The next question is how we would cover the expense for the Japanese. Has Poston budget funds which might be used for this purpose or would the Japanese themselves be in any position to meet the cost? I am not urging this. I am just inquiring for we have a problem to work out.

While awaitinf for your reply I will sound out our agency staff at both Fort Apache and Navajo to find out their receptivity to the proposal.

Sincerely yours,

(Signed)

Willard W. Beatty,  
Director of Education

C O P Y

UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF INDIAN AFFAIRS  
Chicago, Ill.

January 22, 1943

Mr. Miles E. Cary  
Director of Education  
Poston, Arizona

Dear Miles:

8. My correspondence with the California State Department is not yet completed. However, the tentative understanding is as follows:

a. Professional courses taken at the Poston summer school in 1942 and projected for 1943 will be accepted toward satisfying certification requirements in California so far as the state department is concerned. It is preferred that these credits be transmitted through the California colleges. Arrangements to this end are under way through Dr. Thomas, president of Fresno State College. The meeting of the college presidents was to take place in January and I have not received any communication from Thomas since this meeting.

b. The same arrangement which I was making with Dr. Thomas was to cover the accrediting of our work at the Poston summer school and some of the supervised teaching experiences which apprentice teachers who have not yet completed their undergraduate work are having during the school year toward their bachelor degrees. After the colleges have agreed to this, and it seems probable that they will, we may wish to arrange for some extension work to be done by correspondence or otherwise at Poston in courses not covered in summer school.

c. We are thus making every effort to secure the certification of Japanese teachers so that no question will be raised by the schools of California as to the eligibility of Poston students either to enter college after graduation from the Poston high schools or to continue in public school on a basis of a transfer from Poston. Recognizing that the budget requirement that half of our teachers be drawn from the enrollees would make it impossible for us to conform to certification requirements during this year and possibly part of next year. I have a tentative agreement with Dr. Dexter that the work of the Poston schools will be "accredited" on the strength of their affiliation with the United States Indian Service. At the present time there is an understanding between the Indian Service and the State of California with regard to the accrediting of Indian Service schools.

Sincerely yours,

/s/ Willard W. Beatty  
Director of Education

February 3, 1943.

Memorandum to: Miles E. Cary  
*Copy to: Miss Nell Findley*  
From: Arthur L. Harris

Subject: The High School Program - Poston I Secondary School

The students and parents of Poston I Community have expressed doubt from time to time that credits for high school work completed in the Poston schools would be acceptable to other secondary schools, colleges, and universities. I have reassured individuals and groups with the statement that, so long as I have any responsibility for Poston I Secondary School, all credits allowed for work completed will be acceptable outside of Poston. However, I have followed this assurance with the statement that if present handicaps due to school housing conditions are not removed by the end of the first semester, a number of courses can be continued only as "non-credit courses." This would mean that many seniors could not graduate at the close of the present school year, and many underclass students would have to take extra work during the remaining years of their high school programs.

California high school requirements are typical of those of other states insofar as the time factor is concerned. The year unit of credit is based upon a daily class period of from forty to sixty minutes in length for 180 school days. Forty minutes is the minimum net length of period and forty five minutes is usually the minimum in practice. Most schools arrange periods of fifty to fifty five minutes in net length.

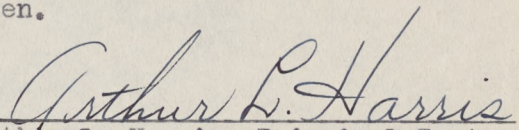
The daily program for Poston I high school provides for sixty minute periods in gross length. The scattered class rooms require from five to twenty minutes passing time so that the net length of period approaches the forty minute minimum for most classes. The cold mornings and the irregular mess hours of various blocks have resulted in a reduction of the net time for general effective class work in at least three of the eight periods per day, with the result that classes held during those periods do not meet the minimum time requirement for acceptable credit. Also the frequent absences of students who object to the long walks between class rooms mean that those students will not attend school a large enough aggregate number of days during the year to justify the awarding of credit.

As I have pointed out frequently, a school block located in the center of the community would make it possible to eliminate most of the present handicaps in the high school program. Vocational, laboratory, and manual arts programs could be offered with equipment and supplies necessary for such courses. Truancy, tardiness, and class cutting could be reduced to insignificance. The net length of the class period could be kept safely above the minimum. Study and library facilities could be provided where they would be available to the whole school. The compact school-community situation would make it possible to develop group morale and voluntary cooperation through constant communication.

We are nearing the end of the first semester of the school year. The need for improving the school housing situation has been agitated for the last three months. Nothing has been accomplished except in a negative direction. We have fewer classrooms now than we had in October. I feel it necessary, therefore, to

recommend (a) that all classes in auto-mechanics, homemaking, laboratory sciences, and laboratory commercial courses be discontinued after February 19, 1943. (b) that only those classes be continued which can be accomodated in classrooms located in an area small enough so that it will be possible for students to attend different classes for a net period long enough to satisfy minimum requirements for work acceptable outside the schools of Poston or extend the length of the class period, providing only a six period day, but utilizing all the rooms which are now available. This would require setting up additional core studies rooms, mathematics rooms, science rooms, and commercial rooms in the rooms now used for courses noted in (a) above, and would eliminate most of the part time work opportunities for students since it would be necessary for them to attend school in both the mornings and afternoons.

These recommendations may seem drastic, but I am convinced that it is better to salvage something from the school situation in Poston I than to permit the present course of retrogression continue to its inevitable conclusion. I cannot continue to be associated with a program which is crippled only because the community refuses to be aroused from its inertia, because it values the questionable security of being "settled" in one barracks rather than another more than it values educational opportunity for its children.

  
Arthur L. Harris, Principal Poston I  
Secondary School

MEMO TO: Mr. Duncan Mills, Project Director

FROM: Arthur L. Harris, Superintendent of Education

DATE: February 12, 1944

Subject: Justification for Construction of Physical Education Buildings  
in the Peston High Schools.

The report of Dr. C. E. Garretson, Arizona State High School Visitor, made after his inspection of the Peston Schools in November, 1943, contained the following statements: "I also was somewhat concerned with the lack of provision in your plans for showers and bathing facilities. I believe you remarked that this had been omitted because of the adobe construction used. When the inner wall is faced with concrete we have found it entirely feasible to install showers and buildings of such construction. It occurs to me that both the rather warm climatic conditions and the dust situation make provisions for bathing particularly important there."

In the report on his visit to the Peston Schools in November, 1943, Dr. H. E. Viles, education adviser from the Washington offices of W.R.A., wrote,--- "It is understood that most of the physical education program will be on open courts. This may make it desirable to plan a program of stabilizing the surface soil and of providing shower and dressing room facilities on or near these play areas."

Our experience thus far has revealed a great deal of resistance to any active physical education program due to the extremely dusty play areas and to the lack of shower and dressing room facilities. Since the objectives of the program stress the building of healthy bodies and the remedying of minor physical defects in posture, muscular coordination, weak foot arches, etc., it is paradoxical that the conditions under which the program must be conducted work against those same objectives. It is not healthful or pleasant to exercise in the dust stirred up from the only play fields available, in the clothing one must wear throughout the day,--- to perspire freely in those clothes, -- then sit in a classroom the rest of the day without a bath or a change of clothing.

The demands made by accreditation requirements should be met, but some of these requirements may seem a bit unreasonable in a time of war emergency such as the present. In this particular case, however, the requirements are consistent with sound educational objectives and practice. I recommend that the proposed facilities for carrying on the physical education and health programs in the secondary schools of Peston be provided as soon as possible.

Arthur L. Harris  
Supt. of Education

ALH:m  
cc: Mr. Parnell  
Dr. Powell  
Mr. Popkin

*Mr. Galvin*

COLORADO RIVER WAR RELOCATION PROJECT  
POSTON, ARIZONA

March 16, 1943

MEMORANDUM TO: Miles E. Cary, Director of Education

I have your memorandum of March 10 addressed to me, with carbons to various persons, concerning the proposed purchase of 218 air-cooling units for the Poston schools. As you may be aware, it is exceedingly difficult to procure evaporative type cooling units at any price and impossible to secure the pipe which would be required for such an installation without formal clearance from the War Production Board.

Only recently the War Production Board refused to grant a priority to cover the purchase of this type of cooler for use in administrative quarters at the Gila River Relocation Project. It seems reasonable to assume, therefore, that priority would not be granted to cover coolers for Poston schools.

Your needs, however, it seems to me should be made known to the Construction Division, who in turn would arrange for presentation through the priority man, Mr. R. N. Parnell, of an appropriate request for clearance from the War Production Board. If a priority high enough to secure the equipment is granted, we would then be in a position to process a purchase request.

A. W. Emple  
Chief Administrative Officer

AWE:MN

TO: Dr. Cary  
FROM: Retha E. Breeze  
DATE: March 19, 1943  
SUBJECT: Plans for relocating the Elementary School of Poston I  
for 1943 - 1944

J243

If new school buildings are not to be available for the use of the elementary school next year, I should like to have the plan outlined herein considered. Following the presentation of this plan are some reasons why I feel that it is not possible for the elementary school to operate another year in recreation halls.

I have worked out the distribution by blocks of our elementary school pupils for next year (see attached chart and map of camp), and it is upon this distribution that I am making these recommendations.

The general plan is to have three "elementary school centers" in Camp I and located in such blocks as will be most convenient to the largest number of pupils.

Instead of using recreation halls for classrooms, we need adjacent barracks so that each "school" can be localized.

It is very necessary to have ADJACENT barracks so that the children can have some space in which to play, also for school garden, flower beds, etc. As it is, the children have absolutely no space they can call their own. At present the only available play space for some of the classes is out in the street, and often this is made so muddy by the sprinkling truck that they cannot use it.

These barracks should be as close to the recreational hall as possible so that the latter could be used for school assemblies, programs, meetings of parents, etc. The removable partitions (all of which now carry blackboard space) now in use in the recreation halls could be used to partition the barracks. This would require very little labor and material to make the change. At each of these three "school centers" we should also have space for a small library, text book depository, general school supplies, and a small school office.

One of these in Block 15 would accommodate the northeast quarter of the camp. Here we would need at least ten classrooms so as to accommodate about 300 students. I understand that the people who live in Block 15 may now go back to their former homes in Arizona so it seems that we should be able to secure four barracks in this block for this "north side" school.

J244  
Edw.

The proposed "West Side School" should be located in Block 22 to be most convenient for the northwest section of the camp. This would be the smallest of the three schools as only about 200 students would need to be accommodated here. Six classrooms would be adequate. These together with other rooms needed could be housed nicely in three barracks. I do not know what the prospects are for people to go out of Block 22, but I presume some will be going out of all blocks and shifts certainly could be made to accommodate as important an institution as the school is in the community.

The "South Side School" would be the largest of all as about 375 elementary school children live in this district. We would need five barracks to accommodate this school adequately. Block 44 would be the ideal location for it from the stand point of the center of elementary school population.

These three schools would provide the same number of classrooms (28) that we now have, but if they could be located in these centers, it would certainly simplify the operation of the elementary school of Poston 1 and increase its efficiency many many fold.

I do feel that if the persons who could be instrumental in helping us secure these buildings could realize the problems of operating the school in scattered recreation halls all over the camp, they would be willing to help us get it localized even if we cannot use the new school buildings, we have looked forward to so much since the ground breaking ceremony last fall.

The reason I am submitting this plan at such an early date is to try to secure the barracks desired just as fast as they are vacated by people leaving.

It is only the classroom teachers who realize fully the handicaps involved in trying to operate school in the recreation halls.

Below are some of the most pertinent problems involved:

1. There are too many other activities using these same halls. Church and Sunday School services, block parties, club meetings, adult classes, etc. must all use the recreation halls. As a consequence, school furniture is disarranged and often damaged; classroom supplies are lost; wall decorations removed and often destroyed; "project" work disrupted, etc.

We cannot expect teachers to have attractive classrooms when they go back to their rooms on Monday morning or the next morning after a "party" to find everything in a disheveled order.

2. From one to five classes have been displaced each week since school opened last fall by the use of the recreation hall for funerals. In the case of the Christian service, it involves only a half day, but in the case of the Buddhist where a "Rosary Service" is held the night before, it means that no school can be held in that recreation hall during the entire day of the funeral. In the case of one block in particular, a third grade group, a second grade, a nursery school (A.M.) and a kindergarten (P.M.) have been displaced for an entire day on three different occasions. The last time the "activity unit" of the third grade (which had involved a big problem of securing some pieces of lumber and other materials) was completely destroyed. The children found partially burned pieces of their "fire truck" on their return to school the next morning after the funeral!

3. Basket ball courts have been placed alongside many of the classrooms scarcely leaving the students room enough to get in and out of the middle room of the recreation hall. Elementary school children have been forbidden to play on these courts. In some cases the children have no place else to play in which they are safe from traffic dangers.

4. Older boys using these basket ball courts continuously throughout the school day disturb classes very greatly. Their use of profane language is also very disconcerting to the teachers.

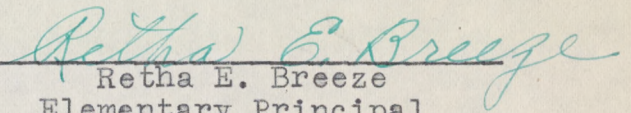
5. With the classrooms scattered so widely over the camp, it is impossible to have any kind of satisfactory janitorial service. These rooms are very hard to keep clean (especially since the school has no janitorial supplies and has to depend upon the block manager's office for same).

At present we are trying to take care the janitor work in primary grades, nursery schools and kindergartens by part time high school boys. This arrangement has been very very unsatisfactory as I have outlined to you in a previous memorandum. These part time high school boys stay at this job only until they can get another job, and most of them seem to take no pride in the quality of their work. It would be much better if these could be full time jobs and handled by older men.

6. The problem of communication between the principal's office and all the various classrooms is very serious. Attendance clerks visit each classroom daily collecting attendance reports, delivering notices, etc. This requires a great deal of time and more than five miles' walking to cover all of the rooms. This trip can be made only once daily and often time emergency needs for such communication arise after the regular trip has been made.

7. It is impossible to get all of the teachers together for meetings after school without requiring some of them to walk long distance after a hard day's work in the classroom.

8. Even with the new cupboards, there is not adequate storage space for all the textbooks, reference and library books and school supplies to be safely put away over the week-ends when the building is being used for other purposes.
9. The problems of delivering supplies, exchanging materials among teachers, joint use of reference books are almost unsolvable under the present set-up.
10. With classrooms scattered here and there over the camp, there is no opportunity to have school programs, assemblies, exhibits of school work, parent meetings, etc.
11. Teachers are so far removed from the principal's office that it is impossible for them to receive assistance from the latter when needed most.
12. Children do not feel that they are attending a large well organized school, but each school room is regarded as a separate entity.

  
Retha E. Breeze  
Elementary Principal

## Grade

	1	2	3	4	5	6	Total
"North Side" School (10 classrooms) Block 15 suggested location accommodating	49	39	52	58	53	59	310
<u>Quads:</u>							
4 - 3 - 13 - 14	16	11	19	15	13	13	87
2 - 15 - 16	8	12	12	14	22	21	89
18 - 17 - 31 - 32	20	13	12	23	11	18	97
"West Side" School (6 classrooms) Block 22 suggested location	31	28	33	33	35	36	196
<u>Quads:</u>							
6 - 5 - 11 - 12	10	7	10	14	18	13	72
22 - 21 - 27 - 28 - 26	21	21	23	19	17	23	124
"South Side" School (12 classrooms) Block 44 suggested location	68	46	56	63	62	68	363
<u>Quads:</u>							
35 - 36 - 45 - 46	21	11	8	19	23	15	97
37 - 38 - 43 - 44	23	15	20	21	17	25	121
39 - 42	5	6	9	9	6	12	47
53 - 54 - 59 - 60	19	14	19	14	16	16	98

- Distribution (by block) of elementary school population - green numbers in rectangles indicate number of children in grades 1 - 6 next year assuming all will remain where they are at present. A larger map is available in the elementary school office showing this block distribution by grades.

Red stars indicate desirable locations for school centers.

# POSTON I

8 /	7 /	6 11	5 17	4 9	3 25-	2 29	1 /
9 /	16 /	15-	12 29	13 30	14 23	15 27 *	16 33
24 /	23 /	22 30 *	21 14	20 School Area	19 22	18 15-	17 29
25 /	26 35-	27 22	28 23	29 School Area	30 15-	31 28	32 25-
40 /	39 38	38 25-	37 24	36 28	35 29	34 Employee's Barack	33 Admin. Bldgs.
41 /	42 9	43 32	44 40 *	45 24	46 16	47 Hospital	
56 /	55 /	54 30	53 25-	52 /	51 WHS. Area		
57 /	58 /	59 24	60 19	61 WHS. Area	62 WHS. Area		

Wide Fire Break

Miss Findley

April 2, 1943 ✓

MEMORANDUM TO: Mr. Hassaui, Leave Office  
FROM: Miss E. Cary, Director of Education

Following a discussion with Miss Findley relative to the necessity of the schools being acquainted with the departure of any students from the project, I should like to present the following recommendation:

1. All persons under 18 years of age who apply for leave, regardless of whether the application is for individual outside employment or for accompanying a family, must present to the Leave Office a statement signed by the principal of the school. This procedure would enable the schools to keep their records up-to-date and eliminate the disorder which arises from having the student withdraw from school without checking out.
2. When individuals under the age of 18 apply for employment on the outside the statement of release would necessarily include certification by the school authority that such employment does not conflict with the child labor laws.
3. Children who are to be transferred with their families to other centers or who would enter school in some new community would be given a statement certifying their grade placement and official transcript records to be forwarded directly to the new school without delay.

If this plan is satisfactory to you, will you please advise the various members of your department that persons under 18 years of age must hereafter present the signed release or statement of approval for outside employment from the school.

---

Miss E. Cary  
Director of Education

y

cc - Miss Findley  
Mr. Potts  
Mr. McLaren

TO: MR. deSILVA  
DEPT. HEAD-HEALTH & PHYS. ED  
CAMP II

April 2, 1943

TO: ALL TEACHERS, DEPARTMENT HEADS, & SUPERVISORS  
FROM: CHESTER A. POTTS, PRINCIPAL  
SUBJECT: POLICY FOR POSTON III SCHOOLS

No principal is expected to have expert knowledge of the content and teaching technique of the various subjects or to give expert assistance to teachers. This is the province of the specialist. However, principals are expected to have such general knowledge of the technique of teaching, and of the content of the various subjects as to give general directions and assistance to teachers, to judge the quality of work done, and to direct teachers to sources of information, or to examples of good teaching within the building, or within the district.

Teachers' meetings called by supervisors are voluntary and for announcements, plans, requests, and directions to teachers pass through the regular administrative channels and not directly from supervisors to teachers. The purpose of teachers' meetings, called by supervisors, is to give definite aid on specific instructional problems and to demonstrate methods of teaching.

The plan of supervision here set forth recognizes a distinction between administration and supervision. Supervisors are not administrative officers. After instructional plans and standards have been accepted by the proper administrative officials, supervisors have no direct administrative responsibility for them. When principals and their superiors, in their attempts to put such instructional plans into operation, find that they need additional assistance and training, they call for the services of the supervision concerned. On the other hand, this system of supervision recognizes the fact that administrative officers are too busy to be charged with the intensive study necessary for the modification of existing instructional conditions. Such improvement of instruction is primarily the function of supervision.

Phoenix Indian School  
Phoenix, Arizona  
April 7, 1943

Mr. Miles Cary  
Director of Education  
Colorado River War Relocation Center  
Poston, Arizona

Dear Miles:

Your letter of March 24th, enclosing a program for the spring conference at Poston, caught up with me after my arrival at Phoenix. I am very much interested in seeing the program and feel that you have certainly attempted to cover a tremendous amount of ground. I can understand the urge of the Poston people to discuss the problems of further relocation, but I, personally, am a little doubtful as to the value of such discussion. So far as I can gather there is comparatively little that is really definite about the plans. Is it possible that we shall be only stirring up worry and further uncertainty on the part of Postonians by presenting to them a variety of possibilities, very few of which are as yet certainties?

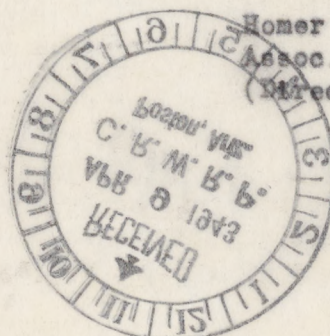
Mr. Beatty has suggested that Mrs. Anna Nolan Clark accompany me to Poston for your spring conference. Since she is to be a member of the Poston summer school staff we shall probably drive to Poston from Phoenix on Monday, April 19th, thus having a day or two prior to the conference to look over the situation and become acquainted with current happenings in the educational picture at the three camps. Please let me know if quarters will be available for Mrs. Clark and myself at Poston itself or whether I need to write to Supt. Gensler asking for quarters at the Agency itself.

I shall be interested in hearing about the W.R.A. Conference in Denver. Mr. Beatty suggested that I sit in on the conference if my itinerary made it possible for me to be in Denver at that time. I regret that this was not possible.

Very sincerely,

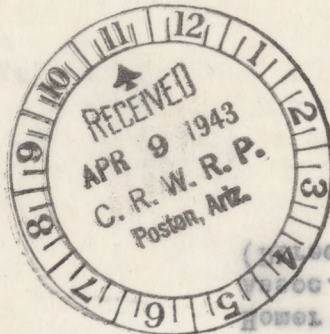
cc - Mr. Head

HHE/ala



MEMO

cc - Mr. Nease



(Director of Summer Schools)  
Poston, Ariz.  
Poston, Ariz.

Dear Sirs:

Dear Sirs:

Dear Sirs: I am so glad to be in contact with you at this time. I believe that you are now  
Mr. Nease's assistant and I am in on the conference in which you are working.  
I am so glad to be in contact with you at this time.

Dear Sirs: I am so glad to be in contact with you at this time. I believe that you are now  
Mr. Nease's assistant and I am in on the conference in which you are working.  
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Dear Sirs: I am so glad to be in contact with you at this time. I believe that you are now  
Mr. Nease's assistant and I am in on the conference in which you are working.  
I am so glad to be in contact with you at this time.

Dear Sirs:

Poston, Arizona  
Columbia Black and Mexican Center  
Director of Education  
Mr. Nease's office

Very truly,  
Poston, Arizona  
Poston, Arizona

MEMORANDUM

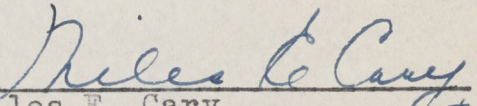
TO: Mr. W. Wade Head, Project Director  
FROM: Dr. Miles E. Cary, Director of Education  
DATE: April 8, 1943

A question has been raised regarding the matter of annual leave for evacuee teachers. I do not know what the W.R.A. policy is at this point, but if there is an opportunity for interpretation by the Project Director, I should like to recommend that evacuee teachers be granted the same annual leave privileges that are allowed the appointed personnel (teachers.)

It is necessary that this office have an official statement regarding this matter in connection with places for summer activities of our children. As matters stand, the following considerations must be taken into account in these plans:

1. The likelihood that most of our high school students will be working full time.
2. The need of our younger children for some sort of organized program during the months of July and August.
3. The problem of providing for teacher and other adult leadership.
4. The problem of providing for special summer duties for those teachers who will have earned little in the way of annual leave.

MEC:hn  
cc to Dr. Beatty  
Dr. Ade

  
Miles E. Cary  
Director of Education

10337

Oraibi, Arizona  
May 9, 1943

Dr. Miles Cary,  
Director of Education,  
Colorado River War Relocation Center,  
Poston, Arizona.

Dear Miles,

I spent a few days at Ft. Apache last week, and you may like to know some of the results of my visit there.

1. Superintendent Donner is writing Mr. Empie about the meals for the summer session and about service charge for use of quarters and other administrative matters that have to do with finances.

2. The Smith Heywood Truck Company, Holbrook, Arizona handles the bus transportation from Holbrook to Ft. Apache. The present schedule is approximately as follows: Lv. Holbrook 11:55 AM. Ar. Sholow 2:00 PM. Lv. Sholow 2:30. Ar. Ft. Apache 5:00 PM. There is only one bus daily. You will want to let caucasian teachers know this so that they may plan their arrival in Holbrook accordingly. You may need to get in touch with the Smith Heywood company, after you know how many caucasian teachers plan to reach Holbrook on August 2 and how many on August 3, to see if they can furnish additional busses. I was not able to get the bus schedule from Phoenix to Ft. Apache, but you should be able to do so from Poston.

3. At a later date I shall send you a letter of advice - prepared by women who have lived at Ft. Apache for several years - for your women teachers in regard to proper clothing, etc. to bring along.

4. The girls dormitory has ample accommodations for all the women enrollees that we are likely to have. Some rooms will house 2, some 3 and a few 4 enrollees. The service charge for use of quarters will range from \$ 1:50 to \$ 3:50 per week per person.

5. The boys dormitory has easy accommodations for 66 men enrollees. Do you think that we shall have more than that many men enrollees? Service charge for use of quarters will be the same as in the girls dormitory.

6. There will be a service charge for use of quarters for Japanese-American men and women enrollees, but the amount will be determined later on, and will have to be met by Poston, I imagine. Caucasian enrollees will be responsible for paying their own service charge

7. Faculty housing is shaping up nicely. We look forward to having quite nice accommodations for all staff members. However, we can not furnish quarters for husbands or wives of staff members together. I believe that we can set aside quarters for you and Mrs. Cary together if it seems advisable to bring her with you.

8. If there are married couples among the enrollees, we shall have to house the wife in the girls dormitory and the man in the mens dormitory.

9. It appears doubtful that accommodations can be found for the children of enrollees. Practically all the wives of employees both at the Indian Agency and at the

employees. Practically all the wives of employees both at the Indian Agency and at the

2. If anyone doubted that accommodations can be found for the employees of

the wife in the single dormitory and the men in the men's dormitory.

3. If there are married couples among the employees, we will have to provide

and Mrs. Galt together. It seems advisable to bring her with you

or wives of staff members together. I believe that we can get a few

accommodations for all staff members. However, we can not find a few

4. Each of housing is changing in price. We look forward to

service charge

met by Boston. I imagine. Canadian employees will be responsible for their own

men and women employees, but the amount will be determined later on, and will have to be

5. There will be a service charge for use of quarters for business-men, can

quarters will be the same as in the single dormitory.

thinking that we shall have more than that many men employees, service charge for use of

6. The boys dormitory has easy accommodations for 60 men employees. Do you

service charge for use of quarters will range from \$1.20 to \$2.20 per week per person.

that we are likely to have. Some rooms will range 3, some 2 and a few 4 employees. The

7. The single dormitory has single accommodations for all the women employees

proper clothing, etc. to bring along.

who have lived at St. Asaph for several years - for your women residents in regard to

8. As a later date I shall send you a letter of advice - provided by letter

should be able to do so from Boston.

please. I was not able to get the price schedule from Prescott to St. Asaph, but you

Prescott on August 8 and from St. Asaph on August 2. To see if they can transfer employees

the Smith-Helmick company, after you know from many employees residents plan to leave

they may bring their families in Prescott accordingly. You may need to get in touch with

there is only one place left. You will want to get concerned residents know this so that

11. Prescott 11:30 AM. At. Prescott 2:00 PM. 12. Prescott 2:00 PM. 13. Asaph 2:00 PM.

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98. Prescott 11:30 AM. At. Prescott 2:00 PM. 99. Prescott 2:00 PM. 100. Prescott 2:00 PM.



May 2, 1948  
Oscar, Arizona

10301

school are now employed, owing to the manpower situation. If the three parents who have children whom they wish to bring to summer school, can club together and hire a woman to bring along to take care of the children, we can probably find a vacant house which she and the children can occupy. By vacant house, I mean one which is not occupied. Please discuss this possibility with Mr. Snellen and the other interested parents. I regret that this appears to be the only solution. Personally, I believe that it would be more satisfactory if some plan could be worked out for the children to remain at Poston while the parent is away at summer school.

10. I assume that you will bring along a librarian to have charge of the summer school library.

11. One rather serious difficulty arises. There are no senior high school age boys and girls available for a senior high school demonstration class. The few older children are away from the reservation. This means one of two things: ( 1 ) That you bring 15 evacuee young people from Poston to be in the demonstration class, or ( 2 ) that we give up the idea of having a senior high school demonstration class. If the second idea prevails, we can still continue a senior high school methods course.

12. It will not be necessary to bring an evacuee doctor along. The local doctor and nurse can handle minor illness or indisposition. In case of serious illness, there is a good Indian Service hospital at the Agency headquarters, 5 miles from the school, where such cases can be treated upon payment of established fees.

13. A good mimeograph machine is available at the school. But Poston will need to bring along someone to cut stencils and to run off mimeograph material for the summer session.

14. A movie projector machine is available.

15. For the summer school office, Poston will need to bring along: at least 2 stenographers and at least one records clerk.

16. For the Informal Round Table Discussion groups, I suggest:

- (a) Some specifically designed for nursery school enrollees ( Section I. )
- (b) Some designed especially for new and inexperienced evacuee teachers ( Section II. )
- (c) Some planned for general interests of the entire summer session enrolment.

~~xxx~~

Let me know what are the titles for the Round Tables, and the name of the person selected as Discussion Leader for each one.

The enclosed daily schedule indicates how I propose that the Round Tables be scattered through the day, and in the evenings.

17. Please let me have the name of the Chairman of the Recreation Committee, and of two or three committee members ( preferably some evacuee and some caucasian. )

18. There are still some staff members to be chosen from the Poston employees:

- (a) Supervisor of Practice teaching for the Primary
- (b) " " " " " " Junior High School
- (c) " " " " " " Senior High School ( if we have such a demonstration group. )
- (d) Demonstration teacher for the Intermediate group ( 5th and 6th grades instead of 4th and 5th grades as originally planned. )
- (e) Demonstration teacher for the Nursery group.
- (f) Demonstration teacher for the Senior High School group ( if we have one. )
- (g) Methods teacher for the Nursery group.
- (h) Methods teacher for the Senior High School group ( if we have one. )

19. I am enclosing a daily schedule for the work at the summer session. I have given

school are now employed, owing to the manpower situation. If the three parents who have children when they wish to bring to summer school, can club together and hire a woman to bring along to take care of the children, we can probably find a vacant house which she and the children can occupy. By vacant house, I mean one which is not occupied. Please discuss this possibility with Mr. Shelton and the other interested parents. I regret that this appears to be the only solution. Personally, I believe that it would be more satisfactory if some plan could be worked out for the children to remain at Poston while the parent is away at summer school.

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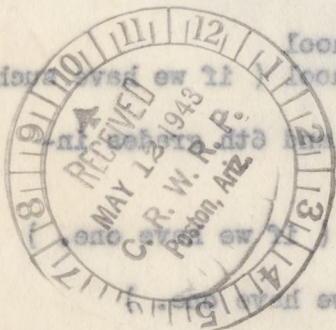
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- |  |  |
|--|--|
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| (b) " " " " " " " " " " " "  |  |
| (c) " " " " " " " " " " " "  |  |
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| (e) Demonstration teacher for the Nursery group.   |  |
| (f) Demonstration teacher for the Senior High School group (if we have one)                      |  |
| (g) Methods teacher for the Nursery group.   |  |
| (h) Methods teacher for the Senior High School group (if we have one)                            |  |

19. I am enclosing a daily schedule for the work at the summer session. I have given



serious consideration a multitude of things which have to be thought of in making the schedule, and hope that it will meet with somewhat general approval. It is never possible to meet all the individual preferences in making a schedule.

This letter will serve as a sort of master check list for you in making some of the further arrangements for the session, and for letting me know what progress is taking place.

I shall be at Haskell Institute, Lawrence, Kansas by May 17, and shall be there until the first week in July. I expect to be at Ft. Apache, Arizona ( Theodore Roosevelt Boarding School ) by July 19 - that is about two weeks prior to the opening of the Poston summer session there.

Very sincerely,

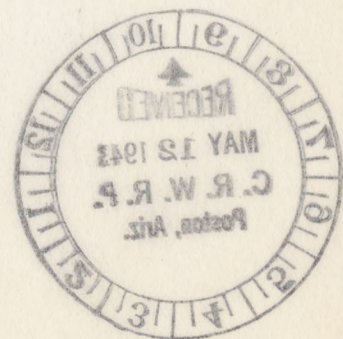
*Homer*

Homer H. Howard

Asso; Supv. Indian Ed.,

( Director of Summer Schools )

*Copy - Wade Head.*

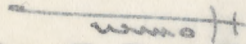


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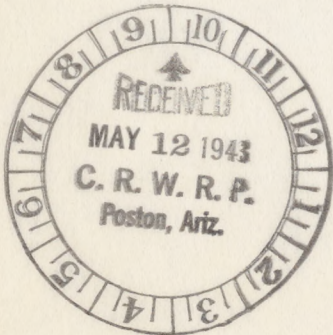
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Very sincerely,

  
Homer H. Howard  
Assoc. Supv. Indian Ed.,  
(Director of Summer Schools)

Copy - Wood. Head.



Education

11410

Dr. Miles E. Cary  
Director of Education  
Colorado River War Relocation Project  
Poston, Arizona

311 Chamber of Commerce Building  
Denver, Colorado  
May 14, 1943

Dear Miles:

Your letter of May 8 reached me upon my arrival in the Denver office. The only people who will be brought in from outside the Indian Service to work in the Poston summer session are Lola Hughes and Lois Hayden Meek Stoltz, if we succeed in getting her to come to us. I regret to say that Winifred Richmond now finds it impossible to serve with us. This makes it all the more important for us to secure Lois Stoltz, if possible, since she will be able to do not only the child psychology for the nursery school people, but also for the other groups. Bertha Ellinger, Ann Clark, Louise Wiberg, Mary Embree and myself will be loaned from the Indian Service. I suggest that you write to Willard Beatty to find out whether Poston is to reimburse the Indian Service for the salaries of these people and for their travel to and from Fort Apache and for their per diem while on duty. Mrs. Evelyn Whirlwind Horse will be unable to serve. At the moment I know of no one else in the Indian Service to replace her and suggest that you chose from your Poston staff someone to replace her as supervisor of practice teaching for the elementary group.

Your question about extra compensation for people who serve in the summer session puzzles me somewhat. No extra compensation is provided Indian Service people who serve in a summer session. They do, of course, have their travel expenses to and from a summer session paid and they receive a per diem while on duty at the summer session. I am assuming that you will make the same arrangement about Poston employees who are serving in the Poston summer session.

I am glad that Mr. Beatty is planning bus transportation for your evacuee summer school enrollees.

If it can be arranged, I think it most desirable that new teachers coming to Poston for the coming year be asked to report at Fort Apache in time for the summer session there.

Sincerely yours,

HHH:aa

cc: Wade Head  
C. H. Smith

*Homer H. Howard*  
Homer H. Howard,  
Associate Supervisor of Indian Education

C. H. Smith  
cc: Made Head

Associate Superintendent of Indian Education  
Howard H. Howard

*James H. Howard*

HHH:ee

Sincerely yours,

session first.

Reason for the coming last be asked to report in time for the summer  
if it can be attended. I think it would be better to have the summer coming to  
school employees.

I am glad that Mr. Beatty is planning to come to the school during the summer.

who are staying in the Reason summer session  
session. I am assuming that you will make some arrangements for the summer session  
and then a summer session being and they would be on duty at the summer  
who would be in a summer session. They go to school for the summer session  
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don't discuss on about extra compensation for people who would be in the summer.

an superintendent of education regarding for the summer session.

Let's see what and whether that you know how long Reason would someone to let's see what  
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don't let's see of that & let's see me when will let's see in the Reason office. The only

Best wishes:

Reason, Arizona  
Colorado State Normal School  
Director of Education  
Dr. James H. Smith

May 14, 1943  
Reason, Colorado  
311 Chamber of Commerce Building

Education

11410

25 '43

File

DL: BOSTON  
O/C to DL: VCS  
REC:W

Colorado River War Relocation Project  
Poston, Arizona

Director of Education  
May 25, 1945

Mr. R. M. Taisinger  
Supt., Phoenix Indian School  
Phoenix, Arizona

DELA WINDLEYA AONLA

Dear Mr. Taisinger:

Within the past few days the problem of "compulsory school attendance" has arisen here. Now in view of that fact that Poston is the only center that is operating under the partial direction of the Office of Indian Affairs, it appears that the arrangements that have been worked out for Indian schools in Arizona might be interpreted as applying to Poston. Accordingly, I am requesting information from your office bearing on this matter.

In order that you may have the background of this situation your attention is called to the following:

(1) When the Memorandum of Understanding concerning the operation of schools at the Gila War Relocation Center was drafted, March 18, 1943, the officials who prepared that draft apparently agreed to the following statement: "The Colorado River War Relocation Center will be administered by the Office of Indian Affairs under agreement with the War Relocation Authority which includes provision for the operation of schools by the Office of Indian Affairs." Unless there is some other ruling to the contrary, it appears that the regulations governing Indian Schools in Arizona may be interpreted as applying to Poston. It would be understood, of course, that such regulations must be germane to the situation here.

(2) The Manual for the Indian Service, dated July 1, 1941, carries the following regulation in respect to compulsory attendance:

"THE STATE SCHOOL LAWS may be applied to Indian children. All Indians who have become citizens of the state wherein they reside under existing provisions of law are thereby amenable to the school laws of such state. Superintendents will cooperate with the state truancy officers in the enforcement of compulsory attendance laws and may permit state officers to enter upon land owned or held in trust by the United States for the purpose of enforcing the state school laws:

"The Secretary of the Interior shall permit the state and

May 25, 1943

"The Secretary of the Interior shall permit the agents and employees of any state to enter upon Indian tribal lands, reservations, or allotments therein for the purpose of making inspection of health and educational conditions and enforcing sanitation and quarantine regulations or to enforce compulsory school attendance of Indian pupils, as provided by the law of the State, under such rules, governing regulations, and conditions as the Secretary of the Interior may prescribe." Act of February 14, 1929 (45 Stat. 1185); (Title 25, C.F.R., Ch. I, Part 47 Sec. 47.6). If Poston is bound by certain rules governing Indian Schools, then certain of the specific regulations governing Indian Schools in Arizona might be interpreted as applying to Poston.

(2) The foregoing statements relative to compulsory attendance appear to be in conflict with the statement of policy put in the hands of evacuation center directors of education at their conference in San Francisco, the 27th of July, 1942, by Mrs. Lucy Adams, who, at that time, was Director of Education for the WRA.

"School attendance will be compulsory from 6 to 18 years of age, or graduation from high school. High school students above 16 specializing in certain vocational fields may, under the direction of the superintendent of education, spend one-half their time in apprentice training of work experience on project enterprises during the regular school year."

(4) WRA Administrative Instruction No. 23, Supplement No. 2, August 24, 1942, which deals with the subject "Schools in Relocation Centers," Paragraph 2, states: Requirements for School Attendance shall conform to the laws of the state in which the project is located."

In spite of the fact that Poston occupies a unique position among the centers (in that it is operating under the joint control of WRA and Indian Service) it appears that the WRA regulation concerning compulsory attendance and the Indian Service regulation covering the same subject actually come out at the same point. That, in respect to compulsory school attendance, the regulations of the state in which a particular school is located (WRA or Indian) ought to be adhered to.

I will appreciate your reaction to this situation.

Very sincerely yours,

Miles E. Cary  
Director of Education

MEC:n  
c/c to Dr. Ade  
Dr. Beatty

7-20

JUN 3 1943

FADO

Mr. Wade Head  
Project Director  
Colorado River War Relocation Project  
Poston, Arizona

Subject: Discarded Text Books

Dear Mr. Head:

The San Francisco Board of Education has offered WRA approximately 20,000 discarded text books from their Public Schools, similar to previous deals of this kind. The books are, in general, in fair to good condition and appear to be acceptable for our use.

Mr. R. E. Gibson of the Washington office has advised us to send these books to your Project.

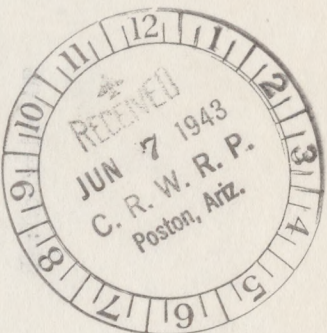
The transportation division is now handling the packing and shipping of the books and you should receive them in due time.

Very truly yours,

(SIGNED)

Philip J. Webster  
Acting Field Assistant Director





Acting Field Assistant Director  
Philip J. Nepecek

(SIGNED)

Very truly yours,

arrive them in due time.

packing and shipping of the books and you should re-  
The transportation division is now handling the

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Mr. H. E. Gibson of the Washington office has

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The books are in General in fair to good condition  
Public Schools similar to previous goals of this kind.

may approximately 80,000 discarded text books from their

The San Francisco Board of Education has offered

Dear Mr. Neag:

Subject: Discarded Text Books

Poston, Arizona

Colorado River War Relocation Project

Project Director

Mr. Neag Neag

BYDO

JUN 3 1943

12025

COPY

UNITED STATES  
DEPARTMENT OF INTERIOR  
OFFICE OF INDIAN AFFAIRS  
Chicago

June 5, 1943

Mr. Miles E. Cary,  
Director of Education,  
Poston, Arizona.

Dear Mr. Cary:

You doubtless have Lois Week Stolz's letter of May 27 telling you that she cannot accept our invitation to participate in the Fort Apache Summer School. I don't know anything about Mrs. Lynette Messer she recommends in her stead. I would be inclined to think, however, that Lois Week's recommendation was adequate justification for assuming that Mrs. Messer is pretty good.

In view of the fact that any employment of outsiders must be financed from Poston funds, I hesitate to make any recommendations to you until you have a little more assurance concerning the funds which will be available for summer school expenses. Therefore, I am going to leave the filling of this particular position to you. If you can afford it go ahead and get it. If not, don't. In the meantime I will try to take care of all of the other Fort Apache staff members.

Sincerely yours,

Willard W. Beatty,  
Director of Education.

COPY

Colorado River War Relocation Project  
Poston, Arizona

June 8, 1943

Dr. Willard W. Beatty  
Director of Education  
Office of Indian Affairs  
Chicago, Illinois

Dear Dr. Beatty :

In laying a ground-work for the new Director of Education at Poston, one of the questions that is faced is this: Will the Poston project follow the salary schedule as set forth in the WRA 1944 budget or will it follow the salary schedule of the Indian Service? In order to refresh your memory in respect to the classifications of workers who are in the schools at the present time, I am enclosing a copy of our present personnel set-up. I am enclosing, too, a copy of the tentative 1944 WRA budget.

Up to this point, I have been working on the assumption that Poston is to follow the present salary schedule for administrators and teachers. However, it certainly seems in order to propose a reconsideration of this matter and bring Poston into line with the other projects.

Very sincerely yours,

Miles E. Cary  
Director of Education

MEC:h  
Enclosure  
C/C Mr. Empie

Education - Administration + 9  
June 9, 1943

MEMO TO: Dr. John W. Powell, Acting Chief of Community Services  
FROM: Miles E. Cary, Director of Education  
SUBJECT: Administrative Continuity for Summer Months.

I am hoping to bring my work to a conclusion here at the end of the fiscal year: June 30. I am hoping too, that the new director of education may be on hand by July 1 in order that I may turn over the job to him, personally.

In the meantime there are certain matters that ought to be considered by your office in preparation for the summer:

1. At least one member of the present administrative staff should be on hand during the months of July and a part of August, or until the new director becomes thoroughly oriented, to provide a continuity of administrative responsibility in respect to such matters as: signing of pupils' transfer records, follow-up on procurement efforts, management of school equipment and supplies during the summer months, directing of work of the various office staffs, promoting correspondence with prospective teachers, and the like.

In this connection I am suggesting that Mr. Potts be encouraged to continue working until the new director feels able to take over the full direction of administrative duties. Mr. Potts knows our administrative set-up, has had experience as a superintendent, and is not planning on returning to Poston this fall. He could work here during a part of August, thus enabling the new superintendent to attend at least a portion of that session.

2. A decision should be reached soon as to the buildings that are to be occupied by the elementary and secondary schools in Camp I.

Plans for the storage of school furniture and equipment should be made in the light of the above decision. If these things are left in the various recreation halls during the summer months the factors of loss and deterioration will operate almost beyond control.

3. It is recommended that each principal and supervisory officer arrange for an evacuee assistant (preferably not a teacher) to serve as "manager" of his office during the summer months. These managers would be in a position to assist the acting director and new director in many ways during the summer transition period.

4. In this connection, it is suggested that administrative officers who are planning to return in the fall may be asked to assist both with administrative matters and the summer activities program, foregoing their annual leaves until after school gets under way in the fall. The initiative should be taken by your office rather than mine. I suggest a conference involving your office and the school administrators to lay plans for providing administrative continuity for the summer months.

cc/ Mr. Potts  
Mr. Head

*Miles E. Cary*  
Miles E. Cary  
Director of Education

340



MEMO TO: Mr. W. [redacted] Head, Project Director

FROM: Miles E. Cary, Director of Education

DATE: June 10, 1943

Attached is a copy of a memorandum which I sent out on June 2 to the four school principals, also to Miss Cushman and Miss Morrison, in which I suggested that, in estimating the number of evacuee teachers needed, we supply a pupil-teacher ratio of 1 to 30 in the elementary schools and 1 to 25 in the secondary schools. You will note that the principals have recommended teacher-pupil ratios as follows: 1 to 25 in the elementary schools and 1 to 20 in the secondary schools. I have endorsed their recommendation.

I presented this matter at the staff meeting last Tuesday, and offered the following reasons in support of a proposal that we include evacuee teachers on our teaching staff on the basis of pupil-teacher ratios, namely 1 to 20 in the secondary schools and 1 to 25 in the elementary schools. Namely,

1. Even though we start with a full quota of teachers, that is, theoretically we will likely lost a considerable number this summer and early fall. Consequently it is wise to maintain a backlog of evacuee teachers upon which to call in filling these vacancies.
2. We must depend upon evacuees as substitutes, that is, to take over classes when teachers are ill.
3. Considering the fact of the great shortage of teachers on the outside, it may not be possible for the administration to recruit all of the teachers that may be allowed by the WRA budget.
4. Since we do not know what the 1944 budget is to be, it is unwise to actually drop evacuee teachers from our rolls at this particular time.
5. If Poston is not assigned the full quota of teachers suggested in the 1944 WRA budget, then the discrepancy could be made up from the evacuee teachers' list. In other words, it seems wise to maintain a backlog of evacuee teachers at this particular time in order to be prepared to meet the various contingencies that may arise between now and the opening of school this fall.

MEC:m  
Attachment

*Miles E. Cary*  
Miles E. Cary  
Director of Education

340

COPY

MEMO TO: Principals, Miss Cushman, Miss Morrison

FROM: Miles E. Cary, Director of Education

DATE: June 2, 1943

Attached is a copy of a memorandum to Project Directors from Mr. D. S. Myer, dated May 11, 1943, in which each section of the various relocation projects is asked to list and classify all evacuee employees and indicate in "Exhibit II. Report Form" attached.

In order that the approach to this task may be comparable in each of our four schools, I am suggesting that you follow the procedure as indicated below:

1. Use the job titles as listed in the Personnel study of March 12. (attached). Justifiable modifications of these titles are in order.
2. The allotment committee, plus Miss Morrison and Miss Cushman, will meet and decide, tentatively, on the over-all teacher pupil ratios that ought to be used in the various schools and levels of each school. These ratios are necessary as a basis for determining how many evacuee teachers and helpers we are justified in requesting for 1943-44. You will need these data in reaching your conclusions.

a. Estimated enrollment, Sept. 1943	
Elementary pupils (est.)	1415
Secondary pupils (est.)	2193
	<hr/>
Total	3608

You will need to estimate the enrollments in your respective schools, in terms of the above figures.

- b. Estimated allotments of "appointed" teachers on basis of W. R. A. 1944 budget:

Elementary teachers (1 to 40)	35
Secondary Teachers (1 to 35)	62

- c. As a tentative basis for estimating our needs, in terms of evacuee teachers, it is suggested that we work from an over-all ratio 1 to 25 for secondary schools and 1 to 30 for elementary schools\*. I invite your reactions to these suggestions.

- d. The tentative allotment of "appointed" teachers for 1943-44 among the schools is as follows:

---

\*The principals have recommended teacher-pupil ratios as follows:  
Elementary level: 1 to 25  
Secondary levels : 1 to 20

Poston I	Elementary Schools	17
Poston I	Secondary Schools	31
Poston II	Elementary Schools	9
Poston II	Secondary Schools	15
Poston III	Elementary Schools	8
Poston III	Secondary Schools	16

3. Suggested desirable teacher-pupil ratios in the pre-school groups

Nursery Schools	1 to 5
Kindergartens	1 to 7

(Suggest you check with Miss Morrison and the Nursery and Kindergarten leaders regarding these ratios.)

/s/ Miles E. Cary  
Director of Education

MEMO TO: Mr. C. H. Smith, Personnel Officer  
FROM: Miles E. Cary, Director of Education  
DATE: June 10, 1943  
SUBJECT: Policy Governing Educational Leave

In regard to your memorandum dated May 31, you say that "it is only permissible to grant 20 days educational leave per year." I wonder if there is some misunderstanding at this point? I raise this question on the basis of the following:

1. The Manual for the Indian School Service (July 1, 1941) states, page 86:

168. Educational Leave

"168. Educational Leave will be allowed members of the Indian school service in accordance with the acts of Congress and conditions set out below:"

"Provided, That hereafter teachers of the Indian Service may be allowed, in addition to annual leave, educational leave not to exceed thirty days per calendar year, or sixty days in every alternate year, for attendance at educational gatherings, conventions, institutions, or training schools, if the interest of the Service requires, and under such regulations as the Secretary of the Interior may prescribe and no additional salary or expense on account of this leave of absence shall be incurred." Act of August 24, 1912 (37 Stat. 519), as amended by the acts of August 24, 1922 (42 Stat. 829) and May 8, 1928 (45 Stat. 493).

2. On March 19 I sent the attached letter to Dr. Beatty together with a copy of my Administrative Circular #25 dealing with "Hours of Duty, Leaves of Absence, Holidays" and the like. (copy attached). This circular was prepared in the light of current practice in the Indian Service.

Your attention is called to the following extract from this circular:

"It has been recommended that educational leave be granted to the teachers of Poston sometime during the summer of 1943.

It is suggested that such leave, if granted, could be spent in the one of the following ways:

340

- (1) Workshop dealing with the curriculum for the Poston Schools to be held either at Poston or at some educational center, provided the transportation problem can be solved.
- (2) Attending some standard college or university of the teacher's choice, with the approval of the director.

Dr. Beatty, in his letter dated April 27, 1943 (copy attached) commented on my circular # 25 as follows:

"I have studied the material enclosed with your letter of April 8th covering hours of duty, leaves of absence, and opening and closing dates. So far as I can see these are all in accordance with our general understanding and they are approved by this office."

3. In accordance with the above policy regarding educational leave, the following regulations have been issued for the guidance of teachers, (My Administrative Circular #73, May 26, 1943):

- "1. Poston teachers who desire to attend a summer school, other than the Ft. Apache session, submit to the Director of Education a plan of work that has been developed in terms of the needs of our Poston schools. This plan to be worked out in cooperation with the principal of the school in which the teacher is to work the coming year.
2. Education leave be approved for the first two weeks of August only.
3. Those teachers who are granted education leave the first two weeks of August be expected to attend the last two weeks of the Ft. Apache session.
4. Now comes along the attached memorandum from Director Myer stating that it is not the policy of the W. R. A. to consider teachers on duty while attending an accredited college or university this summer.

In light of the above, the following questions come to mind:

1. If educational leave is limited to 20 days, what effect will this have on the Ft. Apache summer school?
2. Will Director Myer's memorandum (June 3, 1943) be considered as superseding the policy of the Indian Service governing professional leave? (See Dr. Beatty's letter, dated April 12, 1943 bearing on this matter)
3. What action should be taken regarding those teachers who have requested permission to attend a summer school other than the one at Ft. Apache?

cc/  
Dr. Beatty

Wiles E. Cary  
Director of Education

COLORADO RIVER WAR RELOCATION PROJECT  
POSTON, ARIZONA

*Empire*

June 30, 1943

MEMORANDUM TO: All Division Heads and Branch Chiefs

On Friday July 2, Dr. Arthur Harris will assume the duties  
of Acting Director of Education until further notice.

*W. Wade Head*

W. Wade Head  
Project Director

CHIEF ADM. OFFICER		
REC'D	JUL	1 '43
NOTED	<i>[Signature]</i>	
POSTED	<i>[Signature]</i>	
FWD	<i>[Signature]</i>	

MEMORANDUM

TO: Mr. Wade Head, Project Director  
FROM: Dallas C. McLaren, Principal, Poston II School  
DATE: July 5, 1943

*Head*  
*Education*  
*18*

Report on Evacuee Trip to Phoenix

You will recall that last week you gave your approval for a group of three students and two evacuee teachers to make a one-day trip to Phoenix for the purpose of final proofreading and checking of the Poston II School 1943 year-book.

I believe you will be interested in the attached memorandum-report which I asked the escort, Mr. Elmer deSilva, to prepare on the day following the trip. Apparently, the young people made a very favorable impression upon at least a few Phoenix residents.

CC: Mr. Crawford  
Mr. Galvin

*Dallas C. McLaren*  
Dallas C. McLaren  
Principal, Poston II School

MEMO TO: Mr. Dallas C. McLaren  
FROM: E. de Silva  
SUBJECT: Trip to Phoenix by Poston II Year Book Staff  
DATE: June 30, 1943

This is a response relative to our conversation concerning the trip to Phoenix by the Annual Year Book Staff yesterday.

After lunching at the Jefferson Hotel, we proceeded to the Phoenix Engraving and Lithographing Co. for the proof-reading at the galleys. The staff was introduced to Mr. Harry Robertson, manager, who seemed pleased as well as pleasantly surprised to meet our Japanese Americans. After a short conversation regarding the work to be accomplished, all five members of the party went to work immediately.

He, Mr. Robertson, then called me aside ostensibly to show me the work done by the annual staff of the center at Rivers. He then told me that after meeting our group he was convinced that he had been right in speaking up for Japanese Americans at the recent meeting of the Phoenix Rotary Club. My impression was that he was remarkable impressed by the manner in which the members of the group conducted themselves.

We finished with the material at hand at 3:00 P.M. and since there would be no further work until 4:15, I took the responsibility of taking the group shopping. However, before doing so, I thought it advisable to call the District Attorney on the telephone in order to get his reaction to the idea. I was informed that we would be permitted to purchase the "bare necessities" anywhere in the city. Our evacuees were treated like any other American citizen, there being no discrimination or prejudice shown anywhere.

It is my firm belief that like groups, well chosen and well chaperoned by one who is interested in the group and its work, would go a long way in the creation of better social and personal relationships in cities outside of the relocation centers. Even though a precedent may have been established, I am inclined to believe that it can prove to be one that is worthwhile.

Elmer F. de Silva  
Dept. Head  
Health & P. E.

*Dr. Powell*

Colorado River War Relocation Project  
Preston, Arizona

July 9, 1943

Dr. Willard W. Beatty  
Director of Education  
Office of Indian Affairs  
Chicago, Illinois

Dear Dr. Beatty:

Yesterday morning we held a meeting of persons concerned with various duties in connection with the teacher-training summer session at Fort Apache. There were some matters of such urgency that it was thought advisable to contact you as soon as possible by teletype and telephone, and to forward a detailed explanation by mail.

The principal problems which our committee was concerned were, (a) housing at Fort Apache, (b) Subsistence at Fort Apache, (c) Transportation of books, supplies, furniture, and personnel.

(a) Miss Morrison and Miss Breeze are making final arrangements on the problems of housing.

(b) Mr. Baple understands that we are to forward ration coupons and transfer funds for subsistence of the evacuee enrollees at Fort Apache; that the responsibility for all planning, purchasing, preparation of food, serving, etc, will be assumed by the regular staff of the Fort Apache Agency. This understanding is to be checked with Mr. Donner at Fort Apache for verification.

(c) (1) On June 30 the Preston project had to release all leased transportation equipment. Since then the demands upon the remaining equipment have been so heavy that it is impossible to provide trucks to transport the furniture, books, and supplies from Preston to Fort Apache, for the summer session. The Santa Fe Railroad officials have assured us that a freight car can be loaded at Parker and put on the siding at Holbrook three days later. It can then be moved to Mollary on the stub line, within approximately 20 miles of Fort Apache. Under this arrangement it would be necessary to move the furniture, books, and supplies to Fort Apache by truck from Mollary. Can this be arranged with equip-

*Dr. Powell*

Dr. Willard W. Beatty

- 2 -

July 9, 1943

ment and labor available at Fort Apache? We are planning tentatively to load and ship from Parker by July 20th.

(2) Approximately 170 evause staff members and demonstration students have registered for short term leaves for the Fort Apache session. This may be reduced to about 150 through relocation before the end of this month. Mr. Barrett suggests that the three buses at the Parker Valley Agency under Mr. Gensler might be assigned, to the job of transporting these people. Thus a minimum of extra travel by the buses would be involved. At least one and possibly two additional buses would be needed.

The problem of personal baggage is another source of concern. We shall emphasize the necessity for limiting personal baggage to the minimum essentials for a 30 day period. Some of this baggage may be carried on the buses, but it is likely that extra accommodations must be provided. Mr. Haverland and Mr. Barrett have consented to provide one truck for emergency use, but it cannot be one of the large reefers. If additional baggage space is required, is it possible to assign an extra truck from the Indian Service equipment of a near by agency or school?

Most of these questions may be answered in the course of a telephone conference with Dr. Powell. This letter is for the purpose of placing the matters on record. I am planning to leave Poston tonight for a two week trip to bring my family west, and to interview personally a number of the applicants for teaching positions at Poston the coming year. The work here is lined up so that I believe this absence is feasible and the purpose is definitely constructive. Due to the need for pushing school housing developments at Poston throughout the month of August and continuing the process of recruiting staff members, I plan to spend part of the month at Fort Apache and part at Poston. I have asked Dr. Aubrey Egan to plan to work with the senior high school curriculum workshop group throughout the Apache session.

Miss Morrison and Miss Breeze have done an excellent piece of work in developing the details of the Fort Apache program with Mr. Howard and, I believe the experience will be of considerable value in the work of the Poston Schools during the coming year.

Very cordially yours,

Arthur L. Harris  
Acting Director of Education

ALH:gm  
cc/ Mr. Head  
Dr. Powell ✓  
Miss Morrison

Theodore Roosevelt School  
Fort Apache, Arizona  
July 19, 1943

Miss Eugenie Snelson,  
Colorado War Relocation Proj.,  
Poston, Arizona.

Dear Miss Snelson:

I have arrived at Fort Apache to make final arrangements for the summer session to be held here in August. I have been going through the summer school correspondence with Mr. Peters and have come across a letter to him from you. There seems to be some misunderstanding regarding ~~to~~ housing ~~to~~ your children and those of Mr. and Mrs. Dugan and Mrs. Bob.

<sup>letter</sup>  
Mr. Peters' of June 1st to Dr. Cary contains the following statements, quote: "Mr. Howard has requested that I write to you and advise whether or not quarters can be made available for housing six or seven children of the Poston faculty. These children he states would be cared for by an adult who would be brought from Poston by the parent of the children." It was my understanding and that of Mr. Peters that the Poston faculty children referred to would be housed by themselves in available quarter on the campus and that the parents concerned would bring with them some one to care for the children.

The Log Cabin referred to in Mr. Peters' letter can not house four adults and five children as indicated in your letter of June 20th to Mr. Peters. It could house the five children referred to in your letter plus one adult. Very simple housekeeping might be carried on in the Log Cabin for the five children and the <sup>one</sup> person in charge of them but only a few cooking utensils and dishes can be made available. It would be quite impossible to prepare meals for five children and four adults in these quarters.

When Mr. Peters originally agreed to make housing for these children available it was our thought that the parents would be housed in the Men's Dormitory and Women's Dormitory and that the children would be housed in the Log Cabin with some special person in charge of them. With the full schedule of work required of all enrollees they

T.M.  
↓  
Wade, Please see that the other 2 carbons enclosed go to Mrs. Bob. and Mrs. Dugan, whose initials I do not have.

Taken care of  
7/22/43 Jayko

(H.B.)

RECEIVED  
JUL 22 1943  
C. R. W. R. P.  
Poston, Ariz.

*Handwritten:* I am writing to you at Poston. I am doing well. I am writing to you at Poston. I am doing well. I am writing to you at Poston. I am doing well.

*Handwritten:* M.T.

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Miss Eugenie Snelson:

-2-

that will be occupied from early morning until evening<sup>and so</sup> with ~~too~~ short a noon recess ~~and~~ it would be impossible for them to prepare a noon-day meal or to give adequate supervision to the children.

The most satisfactory arrangement from our point of view for these children is to live in the Log Cabin with the person hired by the parents and to care for them and for them to take their meals in the general summer school dining room.

I regret there has been <sup>any</sup> ~~misunderstanding~~ <sup>such</sup> in regard to this matter and I am hastening to correct any <sup>misunderstanding</sup> so that the parents concerned may still have time to change their plans in case they do not see their way clear to fit in <sup>with</sup> the condition as they actually exist.

Very truly yours,

Homer  
Homer H. Howard,  
Assoc. Suprv. of Elem. Educa.  
(Director of Summer Schools)

HHH/lvs

cc: Wade Head, Project Director ✓  
Ida Morrison  
Mr. & Mrs. Dugan  
Mrs. Bob





22313

Education  
WWB

CHICAGO

JUL 20 1943

Mr. John Powell,  
War Relocation Authority,  
Poston, Arizona.

Dear John:

I am replying to your telephone call and a letter from Arthur Harris at one time.

1. I am supplying to Donner the list of probable student enrollment as furnished me by Harris so that plans can be made relative to housing.

2. Homer Howard should be at Fort Apache by the time you receive this letter and I am writing him to get in touch with you folks immediately so that any who want to go over to Fort Apache and assist in preliminary planning can do so.

3. I think Donner fully understands that he is to receive ration coupons for evacuees from Empire and that Caucasian employees will bring their ration books with them. Donner will purchase all food, accepting the transfer of funds from Poston to cover the cost, for evacuees, and collecting outright from Caucasians.

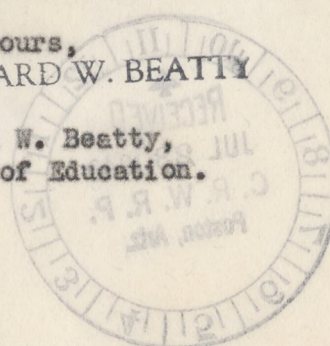
4. I have written Donner to expect the dressers and other freight at McNary and truck the material on to Theodore Roosevelt School. I think there will be no difficulty about this.

5. I am writing to Dick Tisinger asking that in supplying the necessary busses, he make provision for personal baggage. If he can obtain a truck, I am sure he will, otherwise he may get an extra bus.

Some weeks ago I asked Mr. George Peters, Principal of the Fort Apache School, to arrange quarters for you and your family personally, and I presume he may have communicated with you prior to this with regard to the details. I trust that this covers all of the points which we discussed as they affect summer school.

Sincerely yours,  
(Signed) WILLARD W. BEATTY

Willard W. Beatty,  
Director of Education.



22313

Education  
WRS

CHICAGO

JUL 20 1943

Mr. John Powell,  
War Relocation Authority,  
Poston, Arizona.

Dear John:

I am replying to your telephone call and a letter from Arthur Harris at  
one time.

1. I am supplying to Donner the list of probable student enrollment as  
furnished me by Harris so that plans can be made relative to housing.

2. Homer Howard should be at Fort Apache by the time you receive this  
letter and I am writing him to get in touch with you folks immediately so  
that any who want to go over to Fort Apache and assist in preliminary planning  
can do so.

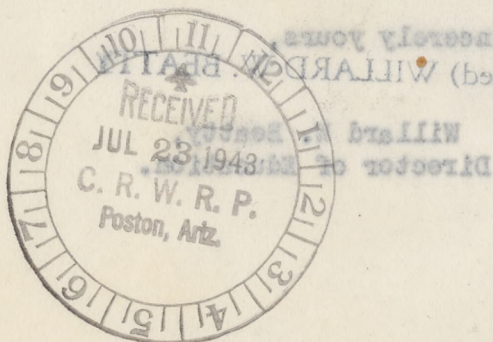
3. I think Donner fully understands that he is to receive ration coupons  
for groceries from Eagle and that Canadian employees will bring their ration  
books with them. Donner will purchase all food, excepting the transfer of  
funds from Poston to cover the cost, for groceries, and collecting outright from  
Canadians.

4. I have written Donner to expect the dressers and other freight at  
McNary and truck the material on to Theodore Roosevelt School. I think there  
will be no difficulty about this.

5. I am writing to Dick Wagner asking that in supplying the necessary  
business, he make provision for personal baggage. If he can obtain a truck,  
I am sure he will, otherwise he may get an extra bus.

Some weeks ago I asked Mr. George Peters, Principal of the Fort Apache School,  
to arrange quarters for you and your family personally, and I presume he may have  
communicated with you prior to this with regard to the details. I trust that  
this covers all of the points which we discussed as they affect summer school.

Sincerely yours,  
(Signed) WILLARD W. BRADY



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF INDIAN AFFAIRS  
CHICAGO

Education

Mr. John Powell,  
War Relocation Authority,  
Poston, Arizona.

JUL 24 1943

Dear Mr. Powell:

Due to a series of circumstances quite beyond our control, I find that we are approaching the Fort Apache summer school without anyone to take charge of instruction in health education. A few months ago I would have assumed that this was impossible for we had three competent people to choose from. We lost Miss Sally Lucas Jean by her undertaking other activities after she left Poston. Miss Edna Gerken of the Indian Service asked for indefinite leave for personal reasons and we finally fixed on Mrs. Helen Olmstead. However, she has recently received word of her husband's death with the armed forces of the United States and is in no condition to undertake responsibility of this kind. We are therefore reduced to two possibilities, one of which hinges upon yourself, the other of which is still within the possibility of Indian Service assistance.

Miss Sallie Jeffries, our Supervisor of Nurses, suggests that the very best person who could be called upon to do this job now would be Miss Alma Rood who is now at Poston. Several other persons have been suggested to us but as they have no firsthand acquaintance with the Poston project, I have felt that their usefulness is open to question. If it were not possible for Miss Rood to be released for two weeks or a month of summer school, it is barely possible that we might secure the release of Miss Esther Sandstrom, who is now field nurse at San Carlos. She has had some experience at Poston, although I do not believe that she would willingly undertake a responsibility of this kind, for health education has not been her main forte. It may be wisest simply to forego the course.

If Miss Rood turns out to be available, I suggest that you communicate that fact direct to Mr. Howard who is now at Fort Apache.

Sincerely yours,

*Willard W. Beatty*  
Willard W. Beatty,  
Director of Education.

cc Mr. Howard

*Turned over to  
Harris 7/28/43  
W.B.*

COLORADO RIVER WAR RELOCATION PROJECT

Poston, Arizona

July 31, 1943

Construction Office Circular

To All Division Heads, Section Heads, and Others

Owing to the shortage of manpower in the construction division and the extreme importance of utilizing this manpower for completion of schools and other construction activities already undertaken, it is found necessary to curtail the amount of work to be done in the carpenter shop.

It is requested that division heads and section heads notify the personnel in their activities that requisitions for office equipment and other items of this character must come through the head of their activity. These requisitions should be submitted to me for approval before being sent to any other unit of the construction division.

It is believed that with the shrinking population and the curtailment of activities that a transfer of equipment can be effected between activities of this Project to meet any pressing need.

*Charles A. Popkin*

Charles A. Popkin  
Construction Engineer

Approved:

*MORIS Burge*

Moris Burge  
Acting Project Director

COLORADO RIVER WAR RELOCATION PROJECT

Poston, Arizona

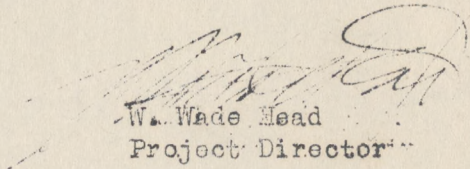
August 13, 1943

TO: All teachers and others having charge or use of  
School Buildings

You will please be advised that the new school buildings are built of adobe, a native material of which you possibly know very little.

It is inadvisable to drive nails into the walls or to otherwise puncture the surface. Being made of a mixture of clay and sand, the surface is readily dissolved with water. For that reason, the floors must not be flushed with a hose, as the water cannot be kept from damaging the lower part of the walls.

Our new buildings are the work of our own Poston people and are very attractive. Let us all cooperate to keep them so.

  
W. Wade Head  
Project Director

MEMO TO: Mr. Wade Head, Project Director

FROM: Arthur L. Harris, Acting Director of Education

DATE: September 4, 1943

110

Last year the Poston Schools operated under suggested W. R. A. regulations for compulsory school attendance and employment of minors enrolled in school. W. R. A. also suggests that schools should be governed by regulations of the State Board of Education of the state in which the relocation project is located. Since conditions in the relocation center differ from state wide conditions in Arizona, I would recommend that the over-all Poston Community Council adopt certain regulations as to compulsory attendance age limits and employment of minors, taking the special conditions at Poston into account. Such regulations, having the approval of Poston parents, should be administered more satisfactorily than was the case last year.

The Arizona School Laws make the following provisions for school attendance and employment of minors:

54-503-----All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers and the board of trustees, and continued open defiance of authority or habitual profanity and vulgarity, constitute good causes for expulsion.

54-504. Liability of parents.--Any pupil who cuts, defaces or otherwise injures any school property, is liable to suspension or expulsion, and upon complaint of the trustees, the parents or guardians of such pupils shall be liable for such damages.

54-505. Compulsory attendance--Excuses for non-attendance--Child labor.--Every person in the state having control of any child between the age of eight and sixteen years, shall send such child to a public school for the full time that such school is in session within the district where such child resides, provided that such person shall be excused from such duty by the board of trustees of the district, whenever it shall be shown to the satisfaction of such board and of the county school superintendent that one (1) or more of the following reasons exists:

That such child is taught at home by a competent teacher in the branches taught in the common schools of the state;

Or, is attending a regularly organized private or parochial school taught by competent teachers for the full time that the public schools of the district are in session;

340

Or, is in such physical or mental condition as to render such attendance inexpedient or impracticable;

Or, has already completed the grammar school course prescribed by the state board of education;

Or, has presented any reasons for such non-attendance satisfactory to a board, consisting of the president of the local board of trustees, teachers of the child and the probation officer of the superior court of the county;

Or, is over fourteen years of age, and, with the consent of its parents or guardian is employed at some lawful wage-earning occupation.

No child under the age of sixteen years shall be employed by any person during the hours that the public schools of the district where such child resides are in session unless such child shall present a certificate from the attendance officer of the district, stating that he has been excused from attendance from school for one of the reasons set forth in this section, which certificate may be revoked at any time. Such certificate shall be filed by the employer of such child with the county school superintendent, immediately upon the employment of the child, together with a statement of the nature of such employment, and upon the termination of such employment, written notice of such fact shall be given by the employer to the county school superintendent. Such child shall, however, attend part time school or class when established in a district.

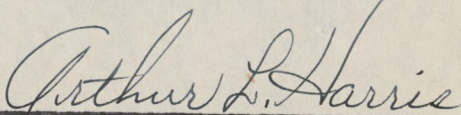
54-506. Violations of previous section--Penalty.--Any person violating the provisions of the preceding section shall be guilty of a misdemeanor, and fined not less than five (5) nor more than three hundred dollars (\$300), or be imprisoned in the county jail for not less than one (1) nor more than ninety (90) days, or by both such fine and imprisonment.

54-507. Truant officers. The board of trustees of any school district may appoint an attendance officer for such district.

54-508. Duties and powers of attendance officers.--The attendance officer shall see that the law regarding the employment of children between the ages of eight and sixteen years during school hours, and their attendance at school, are obeyed. He shall have the powers of deputy sheriffs to make arrests for the violation of such laws, and may, without a warrant, bring children who are absent from school without proper legal excuse, before the authorities competent to hear and dispose of such cases, and may enter all places where children may be employed to investigate and to enforce the law.

I would suggest that these laws be re-phrased as outlined on the following page to apply to Poston. I will appreciate your suggestions and the initiation of the proper action before the council.

ALH:m

  
Arthur L. Harris  
Acting Director of Education

I. Compulsory Attendance. Every person in possession having control of any child between the age of six and eighteen years, shall send such child to the Poston Schools for the full time that such schools are in session within the Unit in which such child resides, provided that such person shall be excused from such duty by the Education Administrative Council and by the Youth Counseling Commission if the latter has been organized in the Unit, whenever it shall be shown to the satisfaction of such council and such commission that one or more of the following reasons exist:

(a) That such child is in such physical or mental condition as to render such attendance inexpedient or impracticable;

(b) Or, has presented any reasons for such non-attendance satisfactory to the Education Administrative Council and Youth Counseling Commission.

(c) Or, is over sixteen years of age, and it is adjudged by the above council and commission that such child would benefit more from full time employment at an approved lawful wage-earning occupation than from continued attendance at school.

(d) Or, has completed the requirements for graduation from the senior high school.

II. Employment of Minors. No child under the age of eighteen years shall be employed by any person during the hours that the schools are in session unless such child shall present a work permit from the school principal, or his authorized agent, stating the hours of the school day during which employment is approved; or unless such child shall present a certificate from the Director of Education stating that he has been excused from attendance from school for one of the reasons set forth in section I above, which certificate may be revoked at any time. A record of the nature of such employment and the employer's evaluation of the work of such a child shall be incorporated in the child's permanent school record.

III. Violations of Previous Sections. Any person violating the provisions of the preceding section shall be guilty of a misdemeanor.

IV. Truant Officers. The principal of each school may appoint an attendance officer for his district or Unit, who shall see that the regulations regarding the employment of minors and their attendance at school are obeyed. He may, without a warrant, bring children who are absent from school without a legal excuse, before the proper school authorities, for the hearing and disposition of such cases.

V. Liability of Parents. Any pupil who cuts, defaces or otherwise injures any school property, is liable to suspension or expulsion, and upon complaint of the Education Administrative Council, the parents or guardians of such pupils shall be liable for such damages.

October 11, 1943

Mr. Willard W. Beatty  
Director of Education  
Office of Indian Affairs  
U.S. Department of Interior  
Chicago, 54, Illinois

Dear Mr. Beatty:

At the meeting of the state college presidents held in San Francisco last week I presented your proposal with regard to the credit status of Japanese-American citizens who wished confirmation of their collegiate status. Your letter of August 26, 1943, was read to the group and I explained our own agreement reached at the time of your visit here.

All of the college presidents expressed a willingness to issue from the offices of their registrars statements indicating the amount of transfer credit which would be allowed on the junior college transcripts submitted. It was their recommendation, however, that the Fresno State College serve as the clearing house for such statements in the case of any Japanese-American students who wished to use these evaluations in applying for admission to colleges outside of California. In this way there would be uniformity of procedure. Any such students who expected later to apply for admission to one of the California state colleges can receive an advance evaluation of his transfer credits from the particular institution which he may later plan to attend.

Trusting that this arrangement will meet in a satisfactory way the problem of these students, I am

Very cordially yours,

(sgd) F.W. Thomas  
President

(3855)

POSTON III SCHOOLS

Poston, Arizona

October 28, 1943

MEMORANDUM TO: Miss Lou Butler

FROM: FRANCES S. CUSHMAN  
Principal  
POSTON III SCHOOLS

Two clothing problems have arisen in connection with vocational classes. Can you tell me whether or not it would be possible to grant the seemingly justified requests of the students of these classes. We have approximately 35 advanced agriculture students who leave Poston III by open truck at 8:00 a.m. daily to work on their 20 acre plot near Unit II. They have inquired concerning the possibility of obtaining jackets because of the cold early morning ride. The instructors have agreed to hold the students personally responsible for any loss incurred.

The students in the auto mechanic classes have requested that we attempt to procure at least a small number of coveralls similar to the ones provided for the garage mechanics.

*Frances S. Cushman*  
FRANCES S. CUSHMAN  
Principal  
POSTON III SCHOOLS

FSC:yo

c.c. Dr. Harris  
Dr. Powell

C  
O  
P  
Y

W. R. H. - Edu.

Colorado River War Relocation Project  
Poston, Arizona

November 6, 1943

Mr. Wade Head  
Project Director  
Poston, Arizona

Dear Mr. Head:

Have spent a short time in your Center studying school conditions and school administrative problems, and conferring with various officials on problems related to school administration.

Have been quite well pleased with the attitude of and approach of your school officials to the school administrative program. Their interest in the program and their understanding of the problems involved should be of great value in the transfer to W. R. A. administrative direction.

The attached report is offered as a partial summary of conditions found with some suggestions for future consideration. We hope it will be of value to you. We realize that many problems will arise in the transition to W. R. A. and that future conferences on the problems involved may be needed. Please feel free to call on us for any help that we may be able to give.

Want to thank you, Dr. Harris and others for the courtesies extended me while here.

Yours truly,

/s/ N. E. Viles  
Education Adviser

NEV:hn  
CC Supt. Harris  
R. B. Cozzens

WAR RELOCATION AUTHORITY  
COLORADO RELOCATION CENTER  
POSTON, ARIZONA

November 6, 1943

To

Mr. Wade Head, Project Director

Summary Report on Visit with Suggestions on  
School Housing, School Administrative Practices  
for the Education Section.

By  
/s/ N. E. Viles  
Education Adviser

SCHOOL ADMINISTRATION  
in the  
COLORADO RIVER RELOCATION CENTER

In order to provide a basis for a more complete Washington Office understanding of the Poston School administrative problems and also a basis for future Washington-Poston correspondence on administrative problems, the following brief report will be in part a summary on conditions found and school data and in part suggestions for certain practices.

School Enrollment

The enrollment as of October 30, 1943, was as follows:

Elementary	Poston I	Poston II	Poston III	Total
Kindergarten	112	57	56	225
Grade 1	136	55	49	240
Grade 2	110	55	41	206
Grade 3	117	54	55	226
Grade 4	147	50	57	254
Grade 5	135	52	47	234
Grade 6	150	57	66	273
Total	907	380	371	1658
Secondary				
Grade 7	178	67	68	313
Grade 8	179	51	79	309
Grade 9	168	90	85	343
Grade 10	208	89	107	404
Grade 11	209	91	105	405
Grade 12	227	93	101	421
	1169	481	545	2195
Grand Totals	2076	861	916	3853

Enrollment

Nursery school 356

Nursery school employees (resident 44)

Teachers Appointed	Employed	Allocable as Per Enrollment
Elementary	30	41
Secondary	57	63

School administrative and supervisory staff employed.

Superintendent 1, High School-elementary principals 4.

(The classification of some of these principals may be changed under the W. R. A. program which places all principals under P. 3, or P. 4. Some of them are now classified as CAF 8 or 10.)

Resident certified teachers 1 in high school,  
High school principals 1 Elementary principals 1, Principal 12 year  
school 2  
Supervisor of student teachers 0, Librarian 0, Vocational Adviser 0.

Resident or evacuee assistant teachers employed.

Elementary 53                      Secondary 62  
Non-teh. ~~71~~<sup>71 1/2</sup>  
Pre-nursery school 44              Grand total 230

#### School Buildings

It seems that some changes have been made in the original plans in order to adapt to changing needs and proposed changes in usage. We understand that you have completed or under construction:

#### Poston I

Elementary 39 classrooms units, assembly room, library offices- almost completed.  
High school 48 classroom units (including shops) auditorium, offices, etc. Foundations being poured  
(This is a decrease of 20 classrooms from the original proposal. 10 of 49 classrooms are small, are a part of auditorium. Original plan was to be used for adult education.)

#### Poston II

Elementary 12 classrooms-foundations being poured.  
High school 26 classrooms (including shops) office, library, assembly room-classrooms nearly complete. Assembly room, offices, library, etc. staked out for foundations.

#### Poston III

Elementary no classrooms-one footing poured. May not erect.  
High school 26 classrooms. (including shops) library, offices, almost complete. assembly room excavation being done (by students) preparatory to pouring footings.

This makes a total of 151 classrooms units, 4 libraries, 1 auditorium, 3 assembly rooms, offices, etc. In addition Poston III elementary of about 12 room units may remain in barracks as will the nursery schools.

## Suggestions and Recommendations

In the short time allotted for this visit, scheduled prior to the announcement of future changes on the center, it was not possible to cover all problems that may arise. The following suggestions are made primarily as a basis for more complete solutions to be worked out. Steps are being developed to make the transfer in a manner that will disturb the Poston school program as little as possible. These suggestions will be followed with more complete discussions as the need arises.

### I. School Buildings

#### A. Physical Education Facilities

It is understood that most of the physical education program will be on open courts. This may make it desirable to plan a program of stabilizing the surface soil and of providing shower and dressing room facilities on or near these play areas.

#### B. Toilet Facilities

1. If the Poston III elementary schools are to be retained in barrack buildings, provision should be made to lower urinal and wash troughs or to provide benches in front of them to adapt them to the size of the pupils using them. It may also be desirable to provide benches in front of toilet stools used by these children.

2. If Poston I elementary schools are to remain in barrack buildings this year, benches might also be provided in the toilet rooms used by these children, for the same purpose.

#### C. Remodeling

If Poston III elementary schools are retained in barrack buildings it might be desirable to complete ceiling of walls and ceiling in rooms not so ceiled at the present time and to paint walls and ceiling of all such rooms with a water mixed paint having a light reflecting value of at least 70% for the ceiling and 60% for the upper walls.

#### D. Construction

1. It seems to be the intention on the Project to complete the high school buildings in Poston I, the high school with assembly rooms, and the Elementary rooms in Poston II, and the high school buildings with assembly rooms in Poston III. This seems good.

2. There is some talk of not erecting the elementary rooms in Unit III. With the arrangements that have been made, it seems feasible to omit the Poston III elementary rooms and to adapt the barracks to classrooms as outlined above.

## E. Miscellaneous Construction Items

Several minor changes may merit consideration. The toilet room proposed for the library units in Poston II and for the high school in Poston I might be moved to the end of the room and made accessible from the outside. This would provide a greater utilization. Also, in the Poston I High School, some provision should be made for a fire proof vault for the storage of records. Even if a door cannot now be purchased, the vault will later be needed. Some signal system for each unit will be desirable. Where feasible, provisions should be made to provide water outlets at proposed positions permitting the organization of unit kitchens in the home economics department and for use in shop and science rooms. We understand that most of these needs will be cared for but that some adaptation in the location to meet types of program planned may be needed.

## II. Budget and Cost Accounting

As the budget request have been made and the quarterly budget allocated, the school officials, in cooperation with the financial officers, should make an un-official distribution of the school budget to cover anticipated needs and to insure that each need or activity will receive the attention it merits. At the end of each month, the cost accounting officials should provide for the school superintendent, a break-down of school costs, recorded during the month in a manner similar to the report sent to Washington, on Form 217. This record will show major divisions under 43-10, 43-20, etc., and on following pages will show a summary of a more complete break-down for (1) numbers such as 43-21-Nursery School, 43-22-Elementary and etc.

## III. Property Control

In the transition to the WRA it is presumed that comprehensive inventories may be developed. This may prove to be a good time to complete the school property control program. It is supposed that the project property officers may charge to the schools, property of certain classes assigned to, and used by the schools. Since the property officers probably will not find it possible to follow each item of property, it may be necessary for the school officials to set up a record of distribution of this property to the various school units, and for the principals of these units to maintain subordinate records of distribution within their units. Such records and periodic inventories would of course clear through the superintendent and other designated offices in reports to be made to the property officials of the project.

#### IV. Records and Reports

The school record system is being developed in a desirable fashion. In the transition there will be need to make some adaptation to the W. R. A. forms. All of these changes have been discussed with the school officials and will be made as rapidly as possible.

#### V. School equipment

Most of the needed school equipment is now in place. As the new assembly rooms are completed auditorium or assembly room seating will be needed. Stoves for room heating, and industrial or shop equipment will also be needed. Some of this equipment has been needed and may be obtained on pending requisitions.

#### VI. Requisitioning and Obtaining and Storing Supplies

- A. In order that the school officials may better plan future activities, it is suggested that the superintendent plan a follow system to provide check on disposition of requisitions and of reporting on same back to school units. To this end it may be desirable that he have copies of purchase orders issued. Delayed orders may be better handled by re-requisitioning than by back ordering.
- B. The method of warehousing and handling school supplies arriving at the project will depend on general project regulations. It will be desirable that school officials be notified of the arrival of goods ordered, that the invoice may be checked against previous requisitions and purchase orders. If the materials are to be transferred to school stock-rooms, it is probable that some check will be made to permit current accounting by the cost accounting division.

#### VII. Janitorial Service

With the concrete floors in the school buildings which are inclined to dust and with many other problems in janitorial service, it may be difficult to handle all such service with the janitorial force allotted under recent allotments of resident employees. Some study should be given to this problem which may partially be solved by a program of staggering the hours of the janitors so that fewer men will be employed during the hours from 9:00 in the morning until 4:00 in the evening when less work is to be done and by assigning some men to the task of cleaning up after evening classes. A program of work for each employee should be developed. It is anticipated that more detailed suggestions for school janitorial service will be developed on a suggestive basis from the Washington Office soon.

#### VIII. Resident Help in the Schools

With the task of maintaining accurate records of the work of each pupil and of compiling data essential for state use in an accredited school system and with the problem of maintaining property requisition and other school records, a sufficient number of qualified resident

employees should be assigned to the school offices to provide the services needed.

The suggestions made above do not, in each case, call for change. Many of the items suggested are already under consideration and some of the changes have been made. These suggestions are primarily for the purpose of calling attention to the importance of these items. More detailed suggestions will be provided on any of the items listed or on other problems as the center school officials meet the various problems and feel the need of additional suggestions.

DEC 14 RECD

NORTH CENTRAL ASSOCIATION OF COLLEGES  
AND SECONDARY SCHOOLS

Commission on Secondary Schools  
November 29, 1943

Mr. Arthur L. Harris  
Director of Education  
Colorado River War Relocation Project  
Poston, Arizona

Accreditation  
Denver

Dear Mr. Harris:

I wish to take this opportunity to express my appreciation for the courtesies extended to me at the time of my recent official visit to the War Relocation Center at Poston.

I recall that I mentioned to you that I would write a letter confirming the statements I made relative to conditions in your high schools. For the sake of convenience I will list these under the headings that the North Central Association uses in its criteria for the evaluation of high schools.

1. So far as I could tell during the rather limited time I had for observation the efficiency of instruction and the general intellectual and moral tone of your schools are quite satisfactory.
2. The school plant at the time of my visit was still in the process of construction but if we may predict on the basis of conditions in Camp 3, in which the construction program was farthest advanced, your plant when complete will meet minimum requirements. I am afraid, however, that if it is completed in accordance with present plans there will still be certain facilities that could be much more satisfactory. For example, the amount of space that the home economics departments have at their disposal will, I am afraid, prove inadequate. I also was somewhat concerned with the lack of provision in your plans for showers and bathing facilities in connection with the plans for the assembly halls-gymnasias. I believe you remarked that this had been omitted because of the adobe construction used. When the inner wall is faced with concrete we have found it entirely feasible to install showers in buildings of such construction. It occurs to me that both the rather warm climatic conditions and the dust situation make provisions for bathing particularly important there.
3. One of the weakest points in your present system is the inadequacy of instructional equipment and supplies. This is particularly true in your science laboratories. I realize that the war emergency makes much desirable material difficult to obtain, but I do feel that every possible effort should be made to more adequately equip your laboratories. If one may judge on the basis of space allotments, your schools will be forced to rely on teacher and pupil demonstrations to a major extent. This in itself is not

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necessarily bad, but in order to be effective it is important that your demonstration materials be adequate both in quantity and quality. Many of our very small high schools, enrolling fewer than 100 pupils, have science equipment superior to the sum total equipment that I saw in the three schools at Poston. I also recognize that the relatively temporary nature of your program has been a factor of considerable influence. Nonetheless, in evaluating a school, one cannot entirely overlook this lack of instructional equipment and also the rather primitive nature of your school furniture. I feel that I should congratulate you and your school furniture. I feel that I should congratulate you and your staff on the efforts made to adapt materials at hand to school use although the fact remains that your instructional equipment is far from satisfactory, and I may say that I would give no consideration to a public school so equipped if it were to apply for recognition.

4. I also wish to congratulate you on the efforts you have made to provide library facilities for your students. I was pleasantly surprised at the degree of success you have attained in this respect. I believe that if you are able to carry out the program of continued improvement that you outlined to me and also if the administration makes available to you the monies budgeted for library purposes and you are able to strengthen the supply of periodicals, you can meet the standards in this respect.
5. Your school records and reports are entirely satisfactory. This is probably one of the strong features of your program.
6. Under present conditions the general educational policies of the administration are somewhat difficult to judge. Poston will, I understand, be transferred to the War Relocation Authority around the first of the year. Sound educational administration would require that the camp administration give very careful consideration to the recommendations of the educational authorities in all matters pertaining to the schools. From your comments I understand that you have had excellent cooperation with respect to the use of the general equipment of the camp for educational purposes. This, I trust, will continue and also that in matters of plant planning and purchase of equipment the opinions of the school authorities will be considered of primary importance. I also feel that it is vitally important that school administrators be relatively free to canvas the field for teachers. Persons not actively engaged in school administration seldom understand the importance of subject matter majors and minors and factors of personality in selecting teachers. I am sure that you and I recognize that teachers must be chosen in terms of the particular job they are to fill and that this matter of preparation and personality must be considered in the light of that particular job. The supervisory staff is at present considerably above the average that one would expect to find in a somewhat temporary organization such as a war

November 29, 1943

relocation high school; in fact, it will compare most favorably with the staffs of our better public school systems.

8. Your instructional staff is in places very strong, and although I do not feel that I am justified in passing judgment since my visit was brief, other members of your instructional staff are apparently not so satisfactory. I was very favorably impressed with the young teachers that you have brought into Camp 3 this year and I hope that if vacancies occur you may be able to add persons of similar caliber to your staff. I heartily approve of the policy of using evacuee teachers although considerable care must be exercised to see that their preparation, both subject matter and professional, is adequate for the work to which they are assigned.
9. Both the teaching load and the pupil load are quite satisfactory.
10. I believe at the time of my visit I requested that you let me have additional information relative to your program of studies particularly with reference to the core set-up. It is sufficient to say at this time that it is definitely different from that generally used and recommended for schools in Arizona, although as a result of my observation I am inclined to think that the difference may be more a matter of terminology than of fact. The school men of this State have felt that almost all the virtues attributed to reorganizations of curriculum advocated by the "progressive" school of educators can be achieved without destroying the familiar course terminology and program. In our opinion good teachers and an interesting presentation of worthwhile material is of greater importance than changes in organization and terminology.

At the time of my visit I returned to you thirteen transcripts which we had checked. These apparently do not represent all of the teachers in School I, if one may judge from the schedule of recitations. May we not have official transcripts from the rest of your staff? Any person who is made responsible for the instruction of a group of pupils should be considered a teacher and must meet minimum requirements so far as preparation for the teaching of that subject is concerned.

With kindest personal regards and again expressing my appreciation for the courtesies extended me, I am

Sincerely,

/s/ O. K. Garretson  
High School Visitor

OKG: lk

POSTON III SCHOOLS

Poston, Arizona

December 23, 1943

MEMORANDUM TO: Mr. G. F. Liegerot

In Re: Report of the Physical Education Department meeting on  
December 18, 1943.

There are, I believe, several obstacles in the path of the plan proposed to hold basketball games on school day afternoons. In view of the frequent interruptions on the school program, I do not believe we can conscientiously conduct our athletic programs on Friday afternoons. To do so would mean that all of the basketball players who are competing in other camps would request that they be excused from school every Friday afternoon. The same boys would later probably want to participate in track events and the resultant loss of school time is too great to make it wise for us to consider a Friday afternoon program.

Personally, I would not be willing to request transportation for players at night. It is essential that the schools recognize the fact that the transportation problem in Poston is acute. We should cooperate in every way possible by minimizing our request for special transportation. Actually the only legitimate time for inter-camp basketball games would be on Saturday mornings when we could transport players on our assigned trucks. It seems reasonable that intramural games should be scheduled afternoons rather than mornings if there is a conflict in the use of courts, since they can be played without the provision for transportation.

The proposal that officials be hired by the student body seems to be out of the question since individuals are not permitted to engage in individual enterprise in any of the centers. The plan of requesting officials from the Community Recreation Department seems to be more feasible since they are on project pay rolls as Recreation leaders.

Because of the fact that the principals are out of town, at the present time, I am merely expressing my personal opinions in regard to the proposed plan.

Signed

*Frances S. Cushman*  
FRANCES S. CUSHMAN  
Principal  
POSTON III SCHOOLS

cc: Dr. Harris  
Mr. Main  
Mr. McLaren

TO ALL SUMMER SCHOOL INSTRUCTIONAL STAFF

*Dr. John Russell - 1*

You have already received a class enrollment card for each individual who is taking your work. There is a place on this card for your final rating of the enrollee's performance.

It is proposed to use the following systems of rating:

1. Enrollees who are taking the work for college credit will be rated with the usual A, B, C, scale.
2. All other enrollees will be rated Plus or Minus.
  - a. "Plus" is to be interpreted as indicating generally satisfactory work on the part of the enrollee - taking into consideration basic ability, interest and effort, and regularity of attendance.
  - b. "Minus" will be given in cases where the enrollee's interest and effort are not equal to the individual's ability. The matter of attendance will have a bearing on such a rating. (Normally more than one or two absences\* would tend toward a "minus" rating.)

It seems likely that in most of the summer school classes, the number of individuals receiving "minus" would be relatively small.

\*"Unexcused Absence" means an absence which was occasioned primarily for the enrollee's personal convenience.

Absence due to unavoidable illness or accident, or because of special duties directly connected with the summer session, may be considered "excused", at the discretion of the Dean, Miss Eva Jernigan.

WAR RELOCATION AUTHORITY 14802

COLORADO RIVER WAR RELOCATION PROJECT

POSTON, ARIZONA

Dear Sir:

Since my arrival in Poston last summer, I have taken work in the vocational agriculture teaching field. I have had a formal education in agriculture and also an agricultural background, but teaching vocational agriculture in high school is a very new field for me. My greatest handicap thus far has been the lack of sufficient materials to be used in my teachings.

After looking through the list of illustrative and educational materials for teaching vocational agriculture issued by the California State Department of Education, Bureau of Agricultural Education, California Polytechnic College, San Luis Obispo, California; and the list of illustrative materials printed by the Interstate Publishing Company, Danville, Illinois, I have found that there are valuable materials that can be obtained from your firm.

I would appreciate any free materials that you can send--booklets, charts, diagrams, pictures, catalogues, etc.

With your help I hope that I can promote a program in vocational agriculture so that individuals can develop and train themselves to become good, efficient, interested, and hard-working members of the agricultural field; thus benefiting the students themselves and also the agricultural welfare of the world.

I thank you for your kind consideration and cooperation.

Yours truly,

POSTON HIGH SCHOOL

H. Nitta, Head  
Agriculture Department

HN:py

(1956)

PARENT'S PERMISSION REPORT  
Poston Schools

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PRINCIPAL OF POSTON \_\_\_\_\_ HIGH SCHOOL:

I hereby consent to have my \_\_\_\_\_,  
whose name is \_\_\_\_\_, a student  
at your school, residing in the community of Poston, to participate  
in interscholastic and/or extra curricular activities, games or com-  
petitive matches scheduled and conducted under the direction of your  
staff.

I hereby release and discharge the War  
Relocation Authority and its employees and representatives of and from  
all liability whatsoever arising out of or resulting from any and all  
injuries, losses and damages to the person and for properties of my  
said child which may at any time arise by reason of or as a result of  
the aforementioned activities, games, or competitive matches.

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Parent or Guardian

Address \_\_\_\_\_

Camp \_\_\_\_\_

## TEACHERS FOR GRAMMAR SCHOOL

In interviews with Mr. Howard, Director of Poston Summer Teacher Training School, only 8 Nisei have expressed interest in teaching in the primary and elementary grades of the Poston schools. The great majority of candidates for possible teaching positions are thinking of posts in the junior or senior high school.

Many recent college graduates have the mistaken idea that it is more honorable to teach high school students than it is to teach grammar school children. As a matter of fact the first few years of a child's life are the formative years; they determine to a great extent the entire future of the individual. Teachers of younger children are the persons who most truly influence the life of people and who genuinely contribute to the development of a community or a city. Elementary school teaching calls for well prepared and really intelligent personnel.

College work is often primarily concerned with the acquisition of knowledge. It is therefore natural that college graduates, fresh from contact with various fields of knowledge, think of teaching in high school rather than in grammar school. They need to remember that teaching subject matter is less important than teaching children. The elementary school teacher is concerned with the growth and development of individuals as human beings. A fine community is the result of the living and working together of fine people. A good elementary teacher is more to be honored than any other.

There is almost universally a very large demand for teachers for primary and elementary grades. Looking into the future, there is likely to be more opportunity for placement in teaching positions for elementary teachers than for high school teachers.

Think it over. The summer training school for prospective teachers will open early in August. If you decide to try to develop yourself into a good elementary school teacher, you may discuss the matter with Mr. Howard. The salary scale will be the same for high school and for grammar school teachers in the Poston school system.

Signed: Nell Findley  
Chief of Community Services